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# *The* MODERN LANGUAGE JOURNAL

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DEVOTED PRIMARILY TO METHODS, PEDAGOGICAL  
RESEARCH, AND TO TOPICS OF PROFESSIONAL  
INTEREST TO ALL LANGUAGE TEACHERS

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# The Modern Language Journal

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# The Modern Language Journal

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## *Future Needs for FL Teachers in Colleges and Universities\**

ANY COLLEGE or university administrator who has been in office for ten or fifteen years is entitled to feel a bit twitchy these days if he hasn't been entirely reduced to crackers and milk. During World War II institutions of higher learning were greatly reduced, and the administrators had great troubles in maintaining their institutions in being. Immediately after the war, the GI program inundated the campuses with all-time record enrollments. Improvised buildings had to be found, staff had to be hastily assembled, in some places whole new college systems were organized. No sooner had the peak of enrollments passed than the new emergency of the Korean war arrived, and the air was filled with dire predictions. Because of the limited nature of the emergency, and the application of a wise deferment policy for students, the effect on enrollments was relatively minor.

While these successive crises were being met, the American population was preparing a new and more fundamental crisis. In 1947 the mothers of the United States presented the country, as well as their husbands, with 3,817,000 babies. This number exceeds the 2,307,000 of 1933 by sixty-five percent, and was an all-time record at the time. Although the birth rate declined slightly after 1947, the number of births has exceeded the 1947 total each year since 1950. Demographers are unwilling to predict where this will all end. The age of marriage has been dropping, and large families seem to be coming back in style. Unless severe economic reverses or catastrophic wars occur, we seem to be in a period of rapidly growing population.

The effect of these changes on the colleges may already be inferred from the overcrowded state of the elementary schools. The 1947 cohort swarmed into the elementary school in 1953. It will arrive on the campuses in 1965. Contemplating this date undoubtedly has the

effect of applying a fresh piece of sandpaper to the administrators' already abraded synapses. Administrators are aware of the problem. Surveys of prospective enrollments are being made, buildings are being planned. Budgets are being roughed out, and financing problems are being considered. The problem of faculty has had some consideration, but much of the thinking has been based on the post World War II staffing. It is here that individual institutions are incapable of planning for action in national terms. Even individual graduate institutions don't have the means to deal with these problems. This is a problem for national professional organizations and their national councils.

If the staffing of the colleges is done in the manner of 1946-49, the result will be a system of higher education of much lower quality than we have had, and of lower quality than we are capable of. By 1970 about half of the present faculty will have retired, and the faculty then should be about double its present size. Thus the remaining half of our present force will comprise only about a quarter of the 1970 faculty. If the number of births continues to grow, as seems likely, the faculty expansion will not be followed by a period of slack in which the less well qualified and undertrained faculty members can be weeded out. The result will be a gradual hardening into the academic structure of many of the poorly qualified teachers employed in the rush for staff.

The rush will begin well before 1965. Births were rising from 1940 onward, and an increase of some thirty-four percent over 1952 has been estimated<sup>1</sup> for 1960. The rise between 1960

\* This article was written especially for *FL Bulletins* of the Modern Language Association by the Staff Adviser on Personnel Studies, American Council of Learned Societies.

<sup>1</sup> Wellemeyer and Lerner, "Higher Education Faculty Requirements in the Humanities and Social Sciences, 1952-1970," *School and Society*, LXXVIII (14 Nov. 1953), 145-152.

and 1965 will be fantastic by any previous experience, and there will be another very heavy increase between 1965 and 1970.

\* \* \*

Because the problem is preeminently a problem of recruiting and training adequate numbers of new teachers in various fields, the following is an attempt to indicate the order of magnitude of the problem in the foreign language field. These figures are not an attempt to forecast the precise number of open positions in each year. They are based on the assumption that college faculties will keep pace with enrollments, and that the FL field will maintain its relative position on the faculties. Both of these assumptions are questionable. However, if the ratio of students to teachers rises sharply, there will probably be a deterioration in the quality of instruction, and if the FL field declines relatively to other fields we will be making a decision contrary to the best national interest in these days. To some extent, these eventualities can be minimized by insuring that the new generation in training is of high quality, and trained in accordance with the needs of the twentieth century.

In 1952 approximately 8,500 FL teachers were employed by American universities and colleges (for method of estimating, see the technical note below). On the assumptions outlined above, this number should rise to 10,700 by 1960, and to somewhere between 13,500 to 14,000 by 1965. The number for 1970 is expected to be between 15,700 and 16,800. In the meantime 1,050 are expected to retire between 1952 and 1960, another 950 between 1960 and 1965, and another 1,250 in the ensuing quinquennium. In addition, annual losses to the profession from causes other than retirement of one to two percent of the average number employed may be added. If these requirements are, somewhat arbitrarily, spread evenly over each period the requirements are:

1952-1960	490—590 each year
1960-1965	880—1,100 each year
1965-1970	840—1,120 each year

*Supply Considerations.* What resources are available to meet these requirements? We have little information except the annual production of advanced degrees in the FL field. The doctorate is generally considered a requirement for

the college teacher. Many, however, do not have the degree, although a portion of these probably expect to receive it eventually. As to the proportion of FL teachers having the degree, no information is now available. The following figures indicate, however, the number of doctorates awarded for the past five years. In comparison with the requirements noted above these numbers seem inadequate.

1949-1950	196	1952-1953	189
1950-1951	171	1953-1954	230
1951-1952	235		

*Technical Note.* The number of college and university teachers of FLs was derived from an unpublished study by the Bureau of Labor Statistics and the American Council of Learned Societies based on tabulations of faculty by departments given in *American Universities and Colleges* (A. J. Brumbaugh ed., American Council on Education, 1948). The increases projected for FL teachers are proportional to those given in the Wellemeyer and Lerner article cited above. The number of retirements was based on the assumption that the age distribution of the 3,648 respondents in the modern language field to the National Registration of the Humanities and the Social Sciences conducted by the ACLS in 1952. This tabulation is unpublished. Since an age distribution was not available for FL specialists separately from those in English, retirements were calculated for the whole group and divided according to the ratio of FL teachers to English teachers. The allowance for losses from causes other than death and retirement is somewhat arbitrary since no studies of this factor among college and university teachers have been made. It is consistent with the experience in other rather stable fields. The calculations take account of all the principal demand factors, even though the estimating techniques are rather crude. Since it is impossible as yet to produce a precise relationship between demand and supply, these weaknesses are unimportant. The gap between the requirements in the sense the term is used here and the annual production of doctorates is sufficiently large to leave no doubt as to the problem facing the profession.

J. F. WELLEMEYER  
American Council of Learned Societies

## *Civilization Taught at No Neglect of the Language Skills*

AT NO STAGE in the modern language curriculum is it so important to teach civilization as it is in the first and second years, particularly in the secondary school. Acquaintance with the foreign country, its people, and their accomplishments increases the student's interest and consequently his desire to work towards proficiency in the language. Unfortunately, though, the inclusion of sufficient enrichment in the course presents one of the most harassing problems in the profession.

For the benefit especially of the new teacher, the chief obstacles in the field are listed below. First, the periods are too short and too few to give the student enough practice in reading, writing, and oral performance—minimum requirements. Then, when snippets of time are allotted to civilization, the student finds himself at the end of the term with a mere patch-work impression. As for reports based on library reading, while their value is not to be underestimated, the content in many cases does not stay long in his memory. In fact, the meaning that it has for him even in the beginning is often vague. This is certainly true when he has copied paragraphs from reference books written in style too mature for him. With such high barriers between us and our goal, it is small wonder that many teachers become defeatists.

In some schools, however, a fairly satisfactory solution to the problem has been found. In one of these, the Olney High School of Philadelphia, the solution is tied with results that are quite gratifying. So, an account of the methods used here will doubtless prove helpful to teachers who are still seeking. Although the illustrations given in the succeeding paragraphs have to do with French, the principle in each case is, of course, equally applicable to all other languages.

Let us start with the first semester. Naturally, the topic here must be the one most captivating to the students, the one that comes

first to their minds at the mention of France. The choice, therefore, is Paris. By our method, which requires no time from the class period or from regular home work, the students soon come to recognize the principal sights of the city and to know their way around among them. They can identify, from picture post-cards held up before them, a number of the most important monuments and give two or three facts about each. Among these monuments are Notre Dame, the Sacré Coeur, the Arc de Triomphe, and the Opéra. The mental images the students have are from the fine colored photographs in the July 1950 issue of *The National Geographic Magazine*, a copy of which is available at the librarian's desk during the project. Attached to it is a sheet of paper containing a list of questions, from which will be chosen those that will make up the "civilization" part of the general test scheduled for the near future. Two weeks seem to be the right length of time to enable every student to get a chance at the magazine.

In order to find the answers, the student has only to look attentively at each picture indicated and to learn the information contained in the two or three sentences printed under it. A few of the questions require consultation of the pictorial map of Paris which is displayed in the library at this time. Examples of these are: What famous avenue and what famous gardens lie between the Louvre and the Etoile? In which division of Paris (Left Bank, Right Bank, or the Cité) is each of the following places located: the Etoile, the Eiffel Tower, the Luxembourg Gardens, Notre Dame, and the Sacré Coeur? Of course, in the first semester the phrasing of the questions and of the answers is in English.

This assignment has for the students the spell of a magic carpet. Rarely is it poorly prepared. Rarely, too, is it prepared at any expense of application to the regular daily home

work on the language.

For one period only do we depart from the practice of not teaching civilization in class unless it can be done in French. Towards the end of the term, after the students have become acquainted with Paris through the project outlined above, the students have the gala experience of listening to the LP record, "This is Paris." It gives them the illusion of being there as they hear the street sounds, the bells of Notre Dame, snatches of popular songs. Various well-known persons describe vividly famous sights of the city, adding touches to the mental pictures the students already have. An important feature of the record is an engaging account of the ways in which the average Frenchman enjoys life with his family after his hours of work.

The second semester seems the right stage for introducing the most celebrated paintings of the country. For this we use, to protect the colored prints, a loose-leaf album with sheets enclosed in clear plastic. The work on it which is done in the library consists of finding answers, memorized later, to the questions on the first page. Following each question is the number of the page containing the required information. Here are a few samples: What painter is famous for his ballet dancers? Who did his best-known work in Tahiti? What is Van Gogh's favorite color? Which two pictures of this collection would you especially like to have in your home?

In the third semester we go back to Paris and present the subject in greater detail than we did before. The pictures are in an album like the one described above. In choosing Paris as the topic, we have in mind the number of students who come to us from junior high schools. For the same reason French art is the principal topic of enrichment in the fourth semester.

The reader will doubtless wonder at this point if our students learn anything about the history and institutions of the foreign country or about the customs of its people. Indeed they do, for the modern basic text books for the first two years give adequate attention to these fields. As early as possible the reading passages on civilization are presented in the foreign language.

There are several inviting topics suitable for the fourth semester and beyond. For instance,

last year we began using a series of four large posters from the United Nations. Each presents several of "The Universal Rights of Man" in text that is a simplification of the original. Each statement is illustrated by a small photograph of a human figure or group in appropriate setting, imaginatively done in ceramics or in paper cut-out. From time to time we put one of these posters on the French bulletin board in the corridor. The questions, asked and answered in French, are based on the text. The series, which exists in Spanish also, will be sent on application to Mrs. Josephine Frank of the Public Correspondence of the United Nations.

A subject which always arouses interest is France's recent contributions to painting, architecture, and the crafts. Plenty of material for this can be found in the finer French magazines. Advertisements have provided some of our best illustrations for the project. One of our alert seniors, on completing this assignment, exclaimed, "I never knew before that France is still creating anything besides fashions!" Of course, similar material is available to teachers of German and Spanish.

Two years ago the magazine, *Réalités*, brought out an important and magnificently illustrated issue on the subject of the United States. It includes the results of a poll of French opinion on several aspects of Franco-American relations. Some of the facts presented have to do with the recent importations from the United States most acceptable to the French, those least acceptable, the articles in common use in the United States which the French would like to have, the traits of American character which the French most admire, and the general attitude of the French towards the Americans—kindly, it is pleasant to learn. This topic is a great success in our upper classes.

Our method of teaching the civilization of a country has in its favor not only student interest and economy of classroom time but also the fact that it involves a negligible outlay of money. The note book sheets protected by plastic insure many years of freshness to the pictures. Copies of back numbers of *The National Geographic Magazine*, *Holiday*, and *Life* can be secured at stores that sell old magazines. *L'Illustration*, *Réalités*, and *Plaisir de France* are sold at the Marboro stores in New York

with copies of back numbers considerably reduced in price.

Another recommendation for the method is that it makes practically no demand on the teacher's time and energy once the material has been prepared. In fact, the preparation of it need not be a burden. By making just one album or by organizing one project each term, you soon find yourself equipped for a long, long time. It remains only to bring the subject up to date occasionally by inserting additions.

The students of modern languages in our school receive further enrichment through collateral reading. They are greatly aided in their choice of books by the excellent list prepared by the librarian, Mrs. Pinson. The titles are grouped not only under the headings of fiction,

biography, etc.—often with indications of subject—but also according to maturity levels.

There are, of course, many schools in which civilization—French, German, or Spanish—is taught fully as well as it is in our school. We do have, however, one contribution to make to the field, as is evident in the foregoing account. We have learned that it is possible to give civilization the attention it deserves, particularly during the first two years, without encroachment on the time needed for the development of the language skills. In short, we have found out how to pay Peter without robbing Paul.

ELIZABETH BREAZEALE

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Philadelphia, Pa.

\* \* \*

"Methods are the least important matter with which the language 'methodologist' deals. This paradox is not hard to understand. The vital question is always the aim and the particular devices used to attain it, not generalized plans and philosophies. One might go still further and say that 'methods' in the sense of the 'Direct Method,' the 'Grammar Method,' the 'Natural Method,' and so on, have no real existence. They are like the Frenchman (an abstraction) who has never been seen on land or sea. Just as Frenchmen exist in infinite concrete variations, some large, some small, some intelligent, some unintelligent, so it is with methods. When they become concrete and can be examined, they turn out to be this textbook or that."—H. R. Huse: *Reading and Speaking Foreign Languages*, 1945.

\* \* \*

## *An Experiment in Oral Spanish*

**T**HREE is a veritable chorus of emphasis on the oral method of language teaching nowadays. Many pages are being written on its virtues and its feasibility. Although I am not and have never been an exponent of the direct method, I decided to try and experiment entirely in Spanish on a very small group. My purpose was to test the effectiveness of a completely oral method under carefully controlled conditions.

The personnel of my class was my own family; my wife, my two daughters and my son agreed to be guinea pigs for this experiment. Our plan was to meet one evening per week for a period of about 30 minutes for the 12 weeks of the spring quarter.

The linguistic background of my class was reasonably homogeneous. My wife had studied Latin, German and French. My two married daughters had had some training in Latin and French and my son, a junior in high school, had had two years of Latin and was just completing first-year French. Their previous contact with Spanish was very slight. In 1941, we did a little oral work in Spanish on the basis of a never realized trip to Mexico. At that time, the girls were both very young and my son was just four years old. Since 1941 we had paid no attention at all to Spanish. It should be pointed out here that of the four, only my son has ever shown a pronounced interest in language study. Because of other obligations our planned program of twelve lessons was reduced to eight. I shall now try to set down what we accomplished in the eight half-hour class meetings and how we accomplished it.

In the first meeting we set up two definite "don'ts." Number one was the "no book rule." This meant that no member of the class was to look at any Spanish book for any reason whatsoever. The second "don't" was that I was to answer no questions in the intervals between classes. The reason for this second taboo is that it would have given my wife and son, who were living with me, an unfair advantage over the

girls who were in their own homes. No restriction was placed on the "students" asking one another questions. Sometimes in this connection I found it hard to keep from violating the "no help" rule when I would hear my wife and son struggling with a half-learned Spanish word.

The following list of words are those which I used as our vocabulary for the first lesson.

### LESSON I

#### Vocabulary—Household Words

1. la casa—house	14. el fogón—fireplace
2. la lámpara—lamp	15. la pared—wall
3. la silla—chair	16. el fuego—fire
4. la mesa—table	17. el suelo—floor
5. la ventana—window	18. la alfombra—rug, carpet
6. la puerta—door	19. la almohada—pillow
7. la pluma—pen	20. el papel—paper
8. el libro—book	21. grande—large
9. el lápiz—pencil	22. pequeño—little
10. el espejo—mirror	23. blanco—white
11. el reloj—clock	24. negro—black
12. el zapato—shoe	25. rojo—red
13. el periódico—newspaper	

#### Grammar

Definite article *el, la, los, las*. The verbs *ser* and *estar*, 3rd person singular and plural: *es, son, está, están*.

As will be noted, the foregoing nouns point to objects which are normally found in a living room.

As the first step in the teaching of the vocabulary, I pointed to the various objects using their Spanish names. I then went over this procedure a second time. Then I asked the group to give me the English meaning of the Spanish words as I pronounced them. I did not spell any of these words since I wanted my class to depend upon sound alone. As a final step in the vocabulary drill, I gave the words in English and asked for the Spanish.

Since grammar is essential for the systematic study of a language, I introduced the following points at this time. I explained that Spanish had two genders and gave the definite articles *el* and *la* and the plural, *los* and *las*. At this point

I explained that the plural of nouns in Spanish is usually formed by adding an "s" sound to the singular. One cannot go far in a language without verbs, so I next introduced the 3rd singular and plural of *ser* and *estar*. With regard to the function of these verbs I merely stated that *ser* is the usual verb for *to be* in Spanish and that *estar* means *to be* when we wish to express the position or location of an object. My next step was to use in sentences the names of the common objects we had been learning. I took care to use the singular and plural of the article and the nouns a number of times and was careful, also, to make frequent use of the forms of *ser* and *estar*.

As the final phase of the lesson, I asked the group to give sentences in Spanish involving the vocabulary and grammar which we had considered. They seemed particularly interested in trying to say something in Spanish, thus bearing out one of the claims used in favor of the direct method, that students like to be able to say something in the language. Since they had no books it was impossible to give them any definite assignment. However, I did ask each of them to review carefully the material studied.

The procedure for the rest of the lessons was the same as for Lesson I. The first quarter hour was given over to review. In a class where the oral method was strictly followed, review was particularly essential. The class had to depend entirely upon my pronunciation of the foreign words. Memory, both for pronunciation and for vocabulary, was the responsibility of each student. Each lesson contained new vocabulary. The length of this vocabulary became shorter as the lessons advanced because the ability to retain the words was limited and more "oral grammar" was being introduced in each lesson so that the class would have the necessary "building material" for sentences. The method of teaching was the same for each class. I pronounced and the class repeated both in unison and individually. As soon as some verb forms were added it was possible to compose oral sentences. The class, in translating mine, indicated the degree of their understanding and accuracy. Each member of the class contributed original sentences which revealed his ability to remember and organize and pronounce. As

the lessons progressed, I deliberately made up "impossible" sentences such as "El gato está en el fogón" to test the comprehension of the class. A great deal of time was allotted for each member of the class to formulate and recite his sentences. There was no time given to the translation of these sentences. In such a small class this was not necessary or feasible. Only corrections in pronunciation or in vocabulary were made. At all times anyone had the privilege of asking questions pertaining to comprehension, vocabulary, or pronunciation. Appended to this article are the vocabularies and grammar introduced in each lesson from I through VIII.

For the final meeting of this selected group we gave a demonstration of the way we had conducted our classes before my college class in teaching methods. It was, in a very amateur way, not unlike the "panel" programs we see over television, sharing both the formality and informality of such programs. We had had just four hours of intensive work spread out over eight class meetings.

I had set out on this project to formulate some conclusions about the direct method approach to teaching. Granting that this group was not typical of the average class in school, I was able to make the following observations:

1. In the oral method of teaching the progress is slow.
2. A small group is essential to allow for frequent participation on the part of each member.
3. It satisfies that natural desire any student has to "say something in the language" from the very first lesson.
4. It puts a wholesome responsibility upon the class to remember and participate.
5. It abolishes in a large degree the self-consciousness nearly all students have in trying to speak in a foreign language.
6. It is completely inadequate without the framework of grammar.
7. The oral method can be lively and lots of fun.

In conclusion, the direct method, as practiced in teaching today, is seldom completely oral. Therefore, more can be accomplished so that a year's work never need to be squirrel-cage per-

formance of disunited sentences. There is an attitude of mind that puts stress upon being able to speak a language. If badly handled, however, this method can be a waste of time with the students glibly uttering sentences as inconsequential as the proverbial ones they learn to read in the "grammar method." True, a child talks long before he has ever heard of grammar, but he has six years of listening and speaking before he even starts to read. Compare this to the time allotted to a language course in school. After many years of teaching the "grammar method" as well as the strictly oral approach, I am right back where I started in my thinking. One must have both methods in order to attain a speaking knowledge of a foreign language.

## LESSON II

### Vocabulary—Articles of Clothing and Parts of the Body

1. el zapato (review)—shoe	11. la mano—hand
2. el sombrero—hat	12. la cara—face
3. el pie—foot	13. la camisa—shirt
4. el dedo—finger	14. la falda—shirt
5. el calcetín—sock	15. la oreja—ear
6. el brazo—arm	16. la boca—mouth
7. el ojo—eye	17. la nariz—nose
8. el diente—tooth	18. la lengua—tongue
9. el pantalón—pants	19. la pierna—leg
10. la cabeza—head	20. los cabellos—hair

### Grammar

1st singular and plural of *ser* and *estar*: *soy, estoy, somos, estamos*

1st and 3rd singular and plural of *tener*: *tengo, tiene, tenemos, tienen*

Indefinite article and numeral *un(o), una*

## LESSON III

### Vocabulary—Food, Drink, Utensils

1. el café—coffee	14. las legumbres—vegetables
2. el pan—bread	15. el agua—water
3. los frijoles—beans	16. la ensalada—salad
4. el azúcar—sugar	17. la lechuga—lettuce
5. el vaso—glass	18. las frutas—fruit
6. el plato—plate	19. el desayuno—breakfast
7. el tomate—tomato	20. la comida—dinner (meal)
8. los postres—dessert	21. el almuerzo—lunch
9. la carne—meat	22. la cocina—kitchen
10. la leche—milk	23. el comedor—dining room
11. las patas—potatoes	24. la madre—mother
12. la sopa—soup	25. bueno—good
13. la mantequilla—butter	26. la taza—cup

### Grammar

1st and 3rd singular and plural of *preparar; comer, beber*:  
*preparo, preparamos, prepara, preparan;*  
*como, comemos, come, comen;*  
*bebo, bebemos, bebe, beben*

Agreement of adjectives in gender and number.

## LESSON IV

### Vocabulary—Animals

1. la vaca—cow	13. amarillo—yellow
2. el caballo—horse	14. salvaje—wild
3. el puerco—pig	15. manso—tame
4. la oveja—sheep	16. verde—green
5. la gallina—hen	17. la lana—wool
6. el oso—bear	18. el huevo—egg
7. el león—lion	19. el árbol—tree
8. el tigre—tiger	20. el campo—field
9. el gato—cat	21. tres—three
10. el perro—dog	22. cuatro—four
11. el pájaro—bird	23. cinco—five
12. el burro—donkey	

### Grammar

1st and 3rd singular and plural of *dar* and *ver*:  
*doy, damos, da, dan; veo, vemos, ve, ven*

## LESSON V

### Vocabulary

1. bien—well	4. malo (a)—bad
2. mal—badly	5. hay—there is, or there are
3. muy—very	

### Grammar

Use of personal *a* and its omission with *tener*.

## LESSON VI

### Vocabulary

1. el hombre—man	5. la persona—person
2. la mujer—woman	6. la gente—people
3. el muchacho—boy	7. fresco—fresh
4. la muchacha—girl	

### Grammar

Command forms: *Diga Vd. Digan Vds.*

Relative pronoun: *que*

## LESSON VII

### Vocabulary

1. hay—there is, there are    2. también—also

### Grammar

1st and 3rd singular and plural of *tomar, comer, vivir*:  
*tomo, toma, tomamos, toman; como, come, comemos, comen;*  
*vivo, vive, vivimos, viven*

## LESSON VIII

## Vocabulary and Grammar

## Interrogatives:

1. <i>¿qué?</i> —what?	4. <i>¿cuánto, cuántos?</i> —how
2. <i>¿cuándo?</i> —when?	much, how many?
3. <i>¿dónde?</i> —where?	5. <i>¿quién, quiénes?</i> —who? whom?

At the end of lesson VIII the students had mastered approximately 150 words, nouns and verb forms, exclusive of the plural of nouns.

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\* \* \*

## THRESHOLD OF A RENAISSANCE

Following are excerpts from an address made by Dr. Samuel M. Brownell, U. S. Commissioner of Education, on 16 April 1955 before the Central States Modern Language Teachers Association, meeting at Purdue:

"Today there is increasing rather than decreasing need for persons in our country who can understand and use languages other than English. . . . Some of the basic assumptions in language teaching are being re-evaluated. Some of the techniques of FL instruction are changing. And these changes are altering in a significant way the achievements of students in learning FLs and understanding the cultures they represent. . . . Many evidences point to the fact that today many Americans are considering the role of FLs with a new and sobering care. . . . We are growing in the conviction that our ways of life are being transmitted through murky windows, clouded by our inadequate understanding of what others are saying to us, and dimmed by the inadequacy of our own means of speaking to them. These considerations and their corollaries—our international commitments, our international responsibilities, and even our international future—are leading thoughtful Americans to a reorientation in their thinking about the role of FLs. . . .

"Our dealings throughout the whole Near East depend now on Turkish, on Arabic, on Persian, on Hebrew, whereas a score of years ago French and English were currency enough. New nationalities . . . demand that some of us learn their native tongues and communicate with them as equals. Otherwise it is a real question if there can be developed a communion of spirit and purpose which is so essential to a community of nations. The concept and the fact of communication, of communion, and of community are deeply interrelated. Hence the FL teaching responsibility of the schools takes on a whole new dimension—a dimension of qualitative *and* quantitative significance undreamed of a few years ago when Spanish, French, German, and English were the languages current in most lands. Who now can say that we can be satisfied with these in the light of present conditions? . . .

"The point, of course, is that we are in a period of history when America's role—even her survival—depends on American knowledge and understanding of peoples everywhere—knowledge of their mother tongues and understanding of their native ways. And if we are in fact to know and cooperate with our neighbors over the world, there must be Americans who are able to speak their languages and read their languages. In the light of this need for competence in many instead of a few languages—a need which we cannot hope to meet as promptly as we should like—altered patterns of emphasis in the teaching of languages and the use of languages inevitably result. . . .

"Our countrymen, as I see them, are calling for FL teaching that is increasingly thorough and intensive—teaching which will make more students bilingual in speech and thought so that they can be valid interpreters of the language and thoughts of others. . . .

"Our experience in teaching FLs at the two ends of the educational ladder—to youngsters in the grades and to adults in or out of college—is opening new vistas of achievement of tremendous significance. Teaching a foreign idiom to children 6, 7, 8, 9, and 10 years old is exciting and challenging—exciting in the evidences of interest and achievement, challenging in the needs we face to make such learning increasingly effective and meaningful. . . . We may be on the threshold of a renaissance of language teaching and language learning."

\* \* \*

## Rounding Up Superstition for the Sake of Composition

SINCE the beginnings of recorded history, particularly that of man as a social creature, it has been evident that the species *homo sapiens* has not always been sapient. In fact, he has been beset behind and before by a multitude of superstitions which he has taken more or less seriously in the ordering of his daily affairs.

Although many us are inclined to scoff at superstitions, we somehow find ourselves knocking on wood or avoiding walking under ladders. It is interesting to note that the superstitions of other lands are quite similar to those of our own. It is this factor of interest which should aid the teacher of foreign language in his task of making language study palatable to the atomic age student, especially the preoccupied high school student, who, on the average, seems to have a very fickle appetite indeed.

As an experiment in guiding the apathetic student into discovering the fascination that language study holds, I began to collect as many superstitions as I could find which affect the thinking of the common man in Spain and Spanish-America. I will first cite a few which have come to my attention, then suggest some ways in which they might possibly be utilized. The samples to follow are especially prevalent in the area of Cataluña. The language is that used by my informant, a native of Barcelona.

1. Derramar un tintero es presagio de cosas terribles. Por lo contrario, derramar vino es de cosas buenas.
2. Hacer girar unas tijeras, cuchillo, tenedor, una silla, o un paraguas, dicen que es malísimo.
3. Si a uno le hacen mal las amigdalas, el vulgo dice que se curan poniéndose en el cuello un calcetín sudado o una tostada de pan (esto

solo lo afirman las personas de poca cultura).

4. Cuando a alguien le duelen los pies porque tiene callos, dice que es que ha de llover.
5. Una creencia que casi es general es que los años que son de traspaso traen consigo muchas desgracias y males, y cuando pasa algo dicen—Claro, era de esperar, es año de traspaso.
6. En Cataluña se cree mucho en los sueños. Por ejemplo, soñar serpientes, gatos negros, cuervos y un sin fin de cosas más, es señal de que se morirá algún familiar. (The item re "cuervos" is interesting in view of the belief expressed in the *Poema del Mio Cid*, 5th ed. Espasa-Calpe (Cantar del Destierro, lines 10-15) that to see a crow cross the road from left to right was an evil omen.)
7. Si a uno le pica la palma de la mano izquierda, es que recibirá dinero.

These items are sufficiently interesting and amusing so that the student is curious enough to want to do the translation merely to get at the "secret." Many of these sentences are exercises in idiomatic and conversational phraseology. The translation completed, the student is now eager to bring forth many superstitions with which he is acquainted regarding black cats, broken mirrors, etc.

A conversation period is thus provided wherein each student has an opportunity to tell in Spanish about superstitions with which he is familiar. The general interest in the material itself should help to carry this along successfully under the guidance of a resourceful and imaginative teacher. However, in the interest of student safety, let us suggest that the enthusiastic teacher refrain from nailing a horse-shoe over his classroom door.

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## Some Shortcuts in Elementary Spanish Conversation

THE PROS and cons of whether or not foreign languages should be taught on the elementary or pre-high school level have abated with the establishment of foreign languages in the elementary curricula of many school districts in most of the states. The hue and cry now concerns itself with whether the approach to the study of foreign languages shall be that of grammar or of conversation. The squaring off of experts and theories will be decided in the long run by the results of those who are now in the classrooms experimenting with both approaches and attempting to reconcile the two. Whether common practice will become fixed as a compromise between the two approaches, will not be decided by me or by the experts, but ultimately will decide itself.

Without taking any stand on the matter, I shall pass along the results of various experiments conducted in my experimental Spanish classes of seventh and eighth grade pupils, without textbooks, which results may be employed by either camp as they see fit, but which are here presented as useful procedures in the teaching of Spanish on the pre-high school level regardless of what educational philosophy directs their usage.

Pronunciation is the first technical problem with which the teacher and pupil are confronted and is usually the last to be mastered. The average elementary pupil has little difficulty with the reproduction of Spanish sounds and letters as such, with the usual exceptions of the double "r" and the "d". His trouble begins with the combinations of these sounds. He becomes confused as to which sounds are duplicated or, if knowing which are duplicated, forgets which are their counter letters in the alphabet. With this in mind we constructed a new alphabet sequence, placing the letters in sound groups in accordance with similarity of pronunciation. This grouping eliminates the confusion, for the pupil then sees letters in mental groups and not

in isolation. The grouping which we chose might possibly be improved upon; however, it bridges the gap:

A	F	O
B, V	G, J, H	P
C, (K), Z, S	I, Y	Q
D, T, R, RR	L, LL	U, W
E	M, N, Ñ	X

"K" and "C" being related in Spanish as they are in English, "K" offers no confusion in the "C," "Z," "S" combination; furthermore, it is also very rare. The inclusion of "R," "RR" with "D," "T" becomes important with the pronunciation and of distinction between such words as *carro, cara, cada, and gata*.

"LL" is not pronounced in the alphabet as it is pronounced in word structure. It might well be followed by "Y" (Spanish-American pronunciation) in parentheses, or divorced from the "L" altogether and placed in the "I," "Y" combination, where it more rightly belongs by phonics, if not by form.

The use of this alphabet improved immediately and considerably the speed and accuracy of pronunciation among *all* members of each of three classes. There are no percentage statistics here to be interpreted or challenged.

Because these pupils spend no more than several hours a week in class-room study of Spanish and have limited possibilities of using it in their extra-school activities, they grasp more easily and retain longer those things which they find conforming to the forms of their own native language. For that reason I taught them the present, imperfect, and future tenses, and the progressive and perfect tenses in the same order, leaving out completely the preterite tense. They learned that there was another past tense and that on many occasions they would be using the imperfect tense incorrectly, but that they would be understood and that they would pick up the second past tense (pret-

erite) the following year. In the same fashion they used *estar* instead of *ser*. I picked the imperfect tense over the preterite, because it was more regular and *estar* over *ser* for the same reason, and because it could be used in the formation of the progressive tenses.

With these two points of confusion eliminated, verb conjugation paralleled the English construction, the transfer was easily made, and learning was much more accelerated, proceeding from a solid, unconfused core of knowledge.

When the students reach their high school classes, they will be on sure ground and will be able to assimilate the preterite tense and the verb *ser* much more easily than they would have the year before, when they were struggling with what is now relatively easy.

By the end of the school year, these sixty students, having had two hours a week in Spanish over a period of from twelve to thirty-six weeks, varied in vocabulary range from five hundred to two thousand words, the lower group being those who studied for shorter periods than thirty-six weeks.

As a method of evaluation, as well as of practice, I arranged the classes in circles and had them begin speaking Spanish on extemporary

subjects. They might continue speaking as long as they were not caught in a mistake by the students nor paused more than five seconds in search of a word. In the event of either occurrence, they stopped speaking, and their time was recorded, the next person in line beginning to speak immediately. The first round was conducted in the present tense and succeeding rounds progressed through the imperfect, future, and perfect tenses.

Scores ranged from as many as seventy-four words per minute for a sustained period of three minutes per round to thirty words per minute for a minute and a half. Removal of the five-second thinking limitation, produced sustained conversation for as high as ten minutes, with fewer words per minute, but with the same quality of accuracy and clarity.

With the possible exception of the final experiment, these are not educational "tricks," but constitute a concrete method of teaching. They may conflict with present projected theory, but the important consideration is that they worked in actual practice.

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## *A Cultural TV Program for Modern Language Departments*

A CONSIDERABLE body of literature is now available on TV language programs and the topic has received enthusiastic discussion at recent foreign language conferences. The published material and the discussions have shown convincingly that 1) beginning language lessons over TV are perfectly feasible, and 2) that, if skillfully done, these programs are good publicity and help raise the prestige of language studies in our schools and colleges. At Harpur College we of the foreign language department are at present engaged in a cultural TV program which, aside from achieving its major cultural aim, may also stimulate an interest in language studies as a welcome by-product.

Our program at Harpur was launched when the college made arrangements with the local TV station in the city of Binghamton, New York to produce educational TV programs for a half hour each week during the school year. When the college authorities invited all departments to take part in the TV activities, the foreign language department was provided with a unique opportunity it could not afford to ignore. The irregular availability of the TV schedule for the foreign language department and the short allotment of time precluded any consideration of language-lesson broadcasts. Instead, we thought that occasional panel discussions by the language department of cultural topics arousing live audience interest would be the most suitable program to offer. This decision presented certain problems. After a year of searching and experimentation, we have now developed a fairly systematic approach, consisting of the following points in regard to general principles and practices:

- (1) That, in order to achieve multiple interest and wide audience appeal, it would be best to build

the program around the department as a whole rather than a single language area alone.

- (2) To stress the nature and the interest of the presumed audience in the choice of topics and the form of presentation. (Since we are on an afternoon schedule, the audience consists primarily of housewives. There is also a fair sprinkling of older people many of whom are foreign-born.) Informality and the use of humor are strongly recommended.

- (3) To make copious use of visual material.

To date, we have presented two programs which we offer here in abbreviated form because of suggestions they may contain for those of our colleagues who may have similar TV opportunities.

### BROADCAST I

*Topic: The Triple Cities Area—America in Miniature.*

#### 1. Moderator's Introductory Remarks:

Good afternoon. Have you, as a resident of the Triple Cities, ever wondered just what kind of a community we live in? I mean how typical this is of the country as a whole? We know of course that the Triple Cities consists of aspects that are old and aspects that are new; that it has a history similar to other areas of the state; that it has industries, and is surrounded by farmland; that it possesses institutions common to most urban areas, such as churches, hospitals, schools.

But I am thinking now primarily of the human element. What kinds of people, what nationalities, make up the Triple Cities? Are we the melting pot that America in general is claimed to be?

To get some idea of how the area of Triple Cities is constituted, we might consult the census statistics for our valley. According to the 1950 census, we find that Broome County

alone has a total of over fifteen thousand foreign born residents out of a total population of about 185,000. In other words, nearly 8% of our people have come to us directly from foreign countries.

Inasmuch as this is such a large group, nearly 1/12 of our local population in fact, it occurred to us that it might be worth while to attempt to assess the impact of this group upon our community. With this in mind, I have asked my colleagues representing, by the languages they teach at Harpur, the largest nationality groups in the region, to answer a few leading questions which I hope will throw some light on this subject. The German, Italian, and Slavic groups were discussed.

### 2. *Body of Panel's Discussion:*

The items discussed are perhaps best listed schematically:

- 1) Time of arrival and waves of immigration to this country.
- 2) Countries and local areas of origin.
- 3) Reasons for coming to the U. S.
- 4) Occupational or professional tendencies of each group.
- 5) Tendencies to group together, according to local areas of origin, as seen in formation of clubs, etc.
- 6) Activities: a) social b) cultural.
- 7) Foreign language publications in this country.
- 8) Cultural contributions.
- 9) Language problems: formation of hyphenated dialects.

### 3. *Moderator's Concluding Remarks:*

Well, we have explored some of the effects of the immigration of certain nationality groups to our area. Other smaller groups would certainly yield much interesting information, and I am sure we would find if we had the time that every nationality represented in the Triple Cities in any numbers at all has had its influence in shaping our community and its life. Of course we must not forget that the earliest immigration to this region brought mainly English speaking people, with a small admixture of Dutch, and that the basic traditions and patterns of life were set by that hardy crew.

We are happy to have had the opportunity to explore in a small way the make-up of our

community in terms of nationalities. We trust you have enjoyed our explorations, and that you have become more fully aware of the treasure we possess in being to a large degree America in Miniature.

### BROADCAST II

*Topic: European Children's Literature Commonly Read by American Children in Translation.*

#### 1. *Moderator's Introductory Remarks:*

We are all familiar with the phrase: "All mankind loves a lover." It would seem no less universally true to say: "All mankind loves a child." That children are universal objects of affection needs no special proof, but nowhere does it become more apparent than in the large body of children's literature, the rhymes, fables, fairy-tales, and the stories that fond parents and doting grand-parents have created for the amusement and the instruction of their children or grand-children. Professional writers of good children's literature find a ready market for their products in the various nations of the world.

Curiously enough (or rather, naturally enough, if one knows them), children are not concerned about the national origin of the things they read—they do not care whether the work was originally written in French, German, Italian, Russian, or Spanish—provided only that it is interesting, that it stimulates their imagination, and that it has real application to their own lives. It is thus not surprising that a fair amount of good children's literature should pass from one nation to the other through the medium of translations or skillful adaptations. Indeed, if it has the proper qualifications, foreign children's literature completes the process of naturalization with relative swiftness and ease.

My colleagues from the foreign language department of Harpur College and I will discuss with you this afternoon the children's literature of European origin that has successfully passed the test of fitness set up by American children and become accepted by them as an integral part of their reading.

### 2. *Body of Panel's Discussion:*

A) The nature and characteristics of good

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children's literature.

B) Children's literature read in translation according to language:

French: Perrault's *Mother Goose Tales*  
La Fontaine's *Fables*  
Verne's *20,000 Leagues Under the Sea*  
Dumas' *The Three Musketeers*

German: Grimm's *Fairy Tales*  
Wilh. Busch's *Max und Moritz* and the *Katzenjammer Kids*  
Spyri's *Heidi*  
Wyss' *The Swiss Family Robinson*  
Salten's *Bambi*

Italian: Collodi's *Pinocchio* and Italian juvenile literature in general.

Spanish: Cervantes' *Don Quixote*

Russian: Discussion of Russian children's literature in general.

### 3. Moderator's Concluding Remarks:

We must now bring to a conclusion our consideration of the role European children's literature plays in the reading of American children. What has been said will, of course, not alter the fact that English and native American literature remains fundamental. *Robinson Crusoe*, *Gulliver's Travels*, *Alice in Wonderland*, *Treasure Island*, *The Leatherstocking Tales*, *Tom Sawyer* and *Huckleberry Finn* will always occupy a central position in their reading. Indeed, since the process of cultural exchange takes place on a two-way street, so to speak,

and involves both give and take, these masterpieces have in their turn won the hearts of European children and are avidly read by them in translated versions.

In exploring the reciprocal cultural exchange going on in children's literature, we have been able to observe one of the many processes that have made American and European culture into a vigorous and growing cultural entity. We also see that we already begin to foster and perpetuate this cultural solidarity when we, as children, dip into the common cultural reservoir and begin to read and learn to love stories written for children in the various countries of Europe.

In conclusion, our experience with TV broadcasting is new and we still consider ourselves to be in the experimental and learning stage. The choice of suitable subjects poses particularly difficult problems. It may be of interest to know that we are tentatively thinking of basing future broadcasts on the following general areas: *European Christmas Carols Sung in America* (a theme with seasonal appeal), *European Literary Classics in Translation*, and *Distinguished Americans of Foreign Birth*. The last two topics seem large enough in scope to offer material for a series of broadcasts.

RODNEY K. KETCHAM  
PAUL WEIGAND

*Harpur College  
State University of New York*

\* \* \*

CON AMORE. Foreign language learning is like love à la Tennyson. It is better to have had it and lost it, than never to have had it at all. What fool objects to falling in love because there may be eventual "loss through disuse"? After really *experiencing* a foreign language—and a foreign culture *through* its language—no person is ever the same again. What before was strange has not merely been *described* or *explained* (in the way of social science or monolingual "area" studies); it has been *encountered* in its reality, and the strangeness has gone. As in love, the words learned may fade, the grammar be forgotten; but he who has experienced a foreign language knows at first hand, and forever—as others less fortunate cannot know—what it means to transcend the limitations of a single tongue and a single culture. He has known one of the liberating forces in a liberal education.

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## Existentialism in the Classroom

THIS is not a literary essay, but rather an account of an "existentialist" experience with an undergraduate class introduced for the first time to Existentialism as part of a course in contemporary French literature. The course I gave covered the principal authors from approximately 1920 to 1950, with special emphasis on those of the last two decades. For the latter period, Céline, Malraux, Bernanos, Saint-Exupéry, Sartre, Camus and Gracq were the authors studied in detail—that is, one book (in most instances, a novel) by each was read and discussed in class. The amount of work to be covered did not allow for more reading, although in the case of Sartre—who received most attention and least perception on the part of the class—one play and one essay were also read. Needless to say, the analyses and discussions of these books stressed the authors' attitudes toward the world and life and related literature to the testing-block of experience.

The students of this class, young men of sheltered backgrounds, had all previously taken courses in the Survey of French Literature and Nineteenth-Century French Literature, and had more than passing acquaintance with Classicism, Romanticism, Realism and Naturalism. Their knowledge of Gide and Proust, though not sufficient to lift them to the rank of scholars, gained them passing grades; their preparation, therefore, for the course they were now to take was generally as good as one could expect, and the level of their intelligence allowed them to comprehend with facility literature concerned with psychological complexities. Their one obviously vulnerable point—as was later dramatically revealed to this writer—was their total lack of exposure to a philosophy that does not define man in terms of an objective code of behavior.

The authors who, during the chaotic thirties—the period of economic collapse, dictatorships, and civil wars in China and Spain—hold up a mirror of man's nobility and who call for

heroism and dignity, as do Malraux and Saint-Exupéry, or who stress the spiritual force of Christianity, as does Bernanos, represented values and moral criteria which these students could well understand and appreciate. Saint-Exupéry's message of courageously persevering in the face of almost unbearable difficulty and imminent death (*Terre des Hommes*, 1939) which he conceives of as a duty to be performed for the sake of human fraternity, and Malraux's call to Action, even if Action means the confronting of death, as an expression of man's will to give dignity and meaning to life (*La Condition Humaine*, 1933), represented a kind of Cornelian ideal that is always appealing to youth. In the second work, moreover, the background of the Chinese Revolution, linking history to literature, offered a realism that made the abstract concrete and perceptible. As the students here saw the tragic (the first expression of "existential anguish" in contemporary French literature) exalted, man dominating his destiny, man's will apotheosized, they could not fail, at the same time, to behold in this novel man's inhumanity to man, with the spectacle of violence and torture, of men condemned to death. But unlike the complete nihilism of Céline's *Voyage au Bout de la Nuit* (1932), which indicates only the absurdity of life, here at least man is *defined* by his own choice of action. In a word, the authors thus far studied—with the exception of Céline—offered them *something* to cling to and showed them a way of life.

But Existentialism—and more particularly, Sartre! . . . This was indeed, as was soon to be discovered, another matter. One would have expected that these students could now, thanks to their preparation, bridge the gap from the Tragic to a philosophy of Nothingness! Tracing the genesis of a contemporary philosophy of despair from the time of the Spanish Civil War, through the experiences of the Munich affair, through those of the concentration camps, to

those of the prisoners of war; suggesting at the same time that Existentialist literature was a philosophical meditation on the crisis of man and that it sought to enlarge on the experiences of those cruel years—all this was received with a certain understanding. However, in trying—glibly, it appears—to pass to the next point, that this literature dramatized the disquietude and anguish of man deprived of an existence that had any *raison d'être*, and that it portrayed man face to face with the void, with his solitude, I discovered the look on the faces of my students to be no less empty! When I added, moreover, that Sartre, though he seemingly refused to give any value to human life, nevertheless posed metaphysically the problem of the possibility of survival, and, what is more, proposed a vision of the world and of man that, far from being nihilistic, "involved" man in a total participation, they seemed to be even more perplexed.

Indeed, as I soon realized, these students lacked training in philosophy and, perhaps more important, because of their youth, they were lacking in sufficient inner experience to apprehend the notion of Nothingness. Their own framework of reference demanded a "Somethingness." It was to this framework of reference, then, that I had to relate all future discussion. Drawing on their knowledge of Classicism and contrasting its notion of universal human nature with that of Sartre, who repudiates any fundamental concept that explains man in terms of an *a priori* human nature, I referred to Sartre's notion of the contingency of existence, which had no justification, which was *de trop* and, therefore, according to this view, absurd. Elaborating on Sartre's disgust with man's biological condition, with his "existence" that did not "characterize" anyone as, let us say, a Phèdre or a romantic type, I added that only man's free action, action that was in no way predetermined, could according to Sartre, explain or define him, give meaning to his Nothingness and constitute his Essence.

One bright student, reacting to this line of logic, immediately saw certain similarities with Romanticism. Was not, he urged, the individualism of Romanticism implicit in this doctrine? Was not Sartre himself, moreover,

romantic by holding such an "unnatural, unhealthy, abnormal and melancholy view of life"? Finally, was not this approach a kind of tragic refuge from the realities of life and therefore essentially a *mal du siècle*? Admitting the partial truth of these objections, at this point I seized the opportunity to broaden their understanding of Romanticism as well as to clarify somewhat Sartre's doctrine. Soon the class was made to see that, unlike the romantic spirit of escape and indulgence in imagination, exaltation and illusion, Sartre's existentialist view came face to face with an absurd universe, however dark and tragic, and refused to get caught in a trap of illusion; his view, I pursued, was characterized by a lucidity of vision.

To avoid a discussion that would soon have left both the instructor and the student in a maze, as well as to return to Sartre's focal point, namely, that one "was" what one made oneself through personal choice, I proceeded to a reading and an analysis of Sartre's *Le Mur* (1939). Nothing serves better the explaining of theory than illustration. This collection of short stories contains examples of those *in-authentic* beings who refuse to accept their liberty and who show bad faith and insincerity in their actions. As was to be expected, a discussion once again ensued in which the students, seizing on the abundant examples of scatology in this book, now claimed that Sartre's precisely detailed scenes of obscenity made him a Naturalist. Not completely denying this assertion, I quickly reminded them of Sartre's revulsion from man's biological (sexual) existence, and called their attention to his nostalgia for Purity, to his hope for an existence *beyond* man's condition. Furthermore, I added, Sartre not only rejects—unlike the Naturalists—the idea of fate; he sees the real drama in man's own struggle, through Action and through a philosophy of Liberty, to create or define himself by constantly living his future "Essence."

While the reading of Sartre's *Les Mouches* (1943) dramatically presented to the class Sartre's notion of liberty, the espousal of which heightened the contrast with the *in-authentic* characters in the previously read *Le Mur*, the long-awaited important question was now asked: On what criterion or value is man's liberty based? Certainly this was the crux of

the problem. But since no pre-ordained moral value had as yet been pointed to by Sartre, the purpose of the *engagement* I was to offer as an answer nowhere was visible or demonstrable. Although I could further fortify the argument that Sartre's personal vision, or subjective view of the world, set him apart from the indifferent objectivity common to the naturalists, I had no way of fully vindicating Sartre's philosophy of *self-commitment*. Sartre advocated self-commitment, but self-commitment to what? Since time did not permit a reading of Sartre's volumes of *les Chemins de la liberté* (1945-1949), in which we might see more clearly the application of Sartre's ideas, we read his short essay *L'Existentialisme est un Humanisme* (1946). Here Sartre makes the point that without the liberty of others there can be no individual liberty and that, consequently, man's choice of action makes him responsible for others. If nothing more, in this essay an ethical theory, however incomplete, is at least initiated; however, as the last step in our discussion of Sartre, it did not serve as a satisfactory or completely convincing conclusion.

The final outcome of this experience with my class pointed to the following conclusions: first, that the values in studying Sartre included a broadening of the students' understanding of Romanticism, Naturalism, and perhaps even of Classicism; second, the intrinsic dramatic value and original style of his plays justified their being read. On the other hand, if my students—and they are to my mind typical—could not appreciate Sartre as a novelist, it is not only because no one volume completely synthesizes his philosophy or because there was

insufficient time to read his entire novel; nor were their youth and inadequate training in philosophical thinking the only reasons for their lack of response to Sartre. A lack of inner experience on the part of these young men may explain, in part, why it was difficult for them to understand Sartre and difficult for the instructor (who cannot be absolved of all blame and who must necessarily grapple with the problem of teaching successfully) to present Sartre; it is the very limitations inherent in Sartrian existentialism and in its ethic, not yet completely formulated, that best explain the root of the pedagogical problem. The metaphysical dialectic which Sartre's doctrine offers, compared with the positive aspects and ethical values to be found in Bernanos, Malraux, and Saint-Exupéry, cannot but leave students unimpressed.

In an age of peril young people cannot accept a heroism which would deprive them of tangible values and upset their notions of human nature. Youth demands more *obviously* optimistic values and rejects (perhaps subconsciously) the "lucid" despair out of which Sartre's doctrine was created. (It is undoubtedly for these reasons, too, that my students preferred the reading of Camus' *La Peste* (1947), inasmuch as it, too, represented, in the final analysis, a more "livable" answer than Sartre's *commitment*.) Seen in the light of the more positive values represented by other authors they had analyzed, however, Sartre's more negative aspects were a study in contrast and, as such, added to the value of the course.

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**LORD'S PRAYER.** "It really comes as a blow to the one-language man to realize that Bantu makes as much sense to God as English." This was said by the Rev. Chester A. Pennington, pastor of the Methodist Church of St. Paul and St. Andrew in New York City, and chairman of the ecumenical service held at the Fifth Avenue Presbyterian Church on 13 Feb. At the service 7 ministers joined in reading the Lord's Prayer in as many languages, beginning "Notre Père, qui est aux cieux," continuing in Korean, Filipino, Afrikaans, Hindi, and Bantu, and concluding "Dein ist das Reich, und die Kraft und die Herrlichkeit in Ewigkeit."

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## Teaching Foreign Languages in Specialized Fields

**T**HREE are considerable differences among idioms of the same language as they are being used by men of different professions. Not only is the vocabulary of a lawyer different from that of an engineer or a farmer, but the construction of sentences, the frequency with which certain grammatical forms appear in his speech are not the same. This is perhaps even more pronounced in written texts where certain patterns of expression are traditionally accepted and confirmed by constant usage. It seems, therefore, that a person interested in learning a foreign language for some specific purpose, such as reading specialized literature, should study it by means of a textbook specially designed for the task.

To confirm the above observation, a limited statistical comparative survey was conducted with respect to two Russian texts. One of them was a popular classic, *Captain's Daughter*, a novel by Pushkin and the other a highly specialized modern scientific book on theoretical physics, mechanics, by Landau and Piatigorsky. In both cases 2,000 words from pages selected at random in the middle of the book were surveyed and the ratio of number of words appearing for the first time to the total number of words was established for increasing fractions of the figure of 2,000. The results are represented graphically in Fig. 1. The percentage of new words appearing to the reader for the first time is plotted on the graph against the total number of words in the text.

It appears that in order to read 2,000 words of a popular novel (curve I) the knowledge of 48 per cent or 960 words is required, while to read the same number of words of a scientific text 24 per cent or 480 words is enough (curve II). This amount is reduced still further by the fact that a considerable proportion of technical and scientific words is of international (Greek or Latin) origin, and is, therefore, easily understood by a specialist. The percentage of those words present in the surveyed text is indicated

by the shaded area between curves II and III.

The experimental results presented here indicate that a much smaller effort is required to read a specialized text than that necessary for reading fiction. It seems desirable, therefore, to devise a method which would provide a short cut towards mastering those parts of a language which are of particular interest in any particular case.

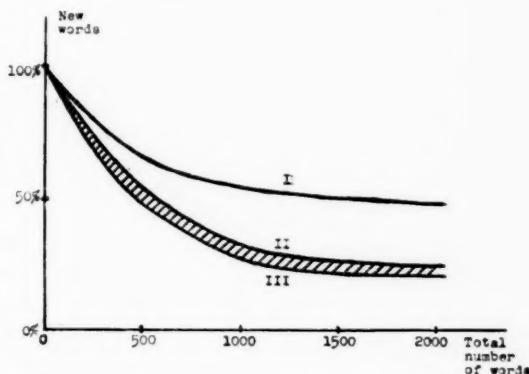


FIG. 1

To do this a statistical survey of the vocabulary used in several selected texts on a given subject should be conducted first. The second step would be a similar survey of the grammatical forms most frequently used. Both the words and the grammatical forms should then be arranged in the order corresponding to the frequency at which they appear in the texts. This material could then be used in compiling the grammar and the reading matter from which the language in question could be studied, thus ensuring maximum possible speed with which a specialized branch of the language can be learned.

Several attempts have already been made, particularly in the domain of science and engineering, to produce a textbook for studying specialized language. These seem to be inadequate in two respects: the grammar is still presented in a conventional manner, and

the reading matter consists of selected passages from existing publications without due regard for the degree of probability of meeting in future reading words and phrases thus learned. This means that the student still has to spend some time, usually at least two semesters, in studying general aspects of the language before he can fully concentrate on his primary objective—learning the idiom of his specialty.

It is our contention that such a delay can be avoided, and that it is possible to learn one aspect of a foreign language, such as *reading* specialized literature in not more than two semesters, with three or even two hours a week spent on the subject.

An experimental course in Scientific Russian was introduced at the Polytechnic Institute of Brooklyn in the second half of the first semester of the academic year 1954-55 for the specific purpose of teaching students in as short a time as possible to read texts dealing with various branches of engineering. Since the Institute has

no facilities for conducting an extensive statistical survey of grammar and vocabulary according to the rules outlined above, a simplified method had to be adopted. This consisted in selecting a limited number of Russian texts dealing with engineering fundamentals: geometry, physical measurements, thermodynamics, etc., from which vocabulary and a necessary minimum of grammar were "sampled out." This method, we believe, will provide the students right from the start with the supply of words and phrases which are very likely to appear in practically every text dealing with engineering problems.

It is still too early to draw definite conclusions as to the results of our experiment. We think, however, that the progress of a small group of students who volunteered to take part in the experiment is good enough to justify our belief that it is definitely worth while to explore the possibilities of this method still further.

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**LOVE AND LANGUAGE.** Anthropologists warn us that only people who understand, love, and respect their own culture, particularly the present state of their own culture, should be allowed to teach *other* cultures. This makes sense, for the person who to any degree has repudiated his own culture is unlikely to have an objective view of another, especially one to which he has spiritually fled. He will idealize and rationalize, not describe. The application of this precept to foreign language teachers, however, involves a double standard: the American-born foreign language teacher had better understand and love America before teaching any foreign tongue and culture; and the foreign-born foreign language teacher had also better understand and respect America (even its no-longer-English language, and particularly its democratic education) if he wants to be effective in teaching young Americans his native tongue and culture.

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## *Teaching Foreign Languages by Correspondence*

MEMBERS of all branches of the armed forces, no matter where they may be stationed, have the opportunity to study elementary courses in French, German, Russian, and Spanish, by correspondence through USAFI, The United States Armed Forces Institute. Languages are among USAFI's most popular offerings which range from courses at the elementary school level through college undergraduate, all of which are designed to help service men and women continue their education from whatever stage they may have left it.

For many members of the armed forces, correspondence courses are an ideal method of studying a foreign language. Very frequently because of regular or special duties, it is impractical to organize and hold classes at a time when all interested personnel are able to attend. At smaller bases, there may not be enough students to justify establishment of classes in more than one or two courses. The fact that the mail brings correspondence courses and corrected lessons to the student in any location helps contribute to high morale by giving him such important intangibles as feelings of importance, belonging, and achievement.

This situation points up several unique advantages of correspondence instruction, among which are the high degrees of flexibility and individual attention which it offers. When a student enrolls in a USAFI language course, he receives not one or two lessons or units but all materials he will need for the entire course. The student then can progress in the course as rapidly as he wishes. Maximum individual attention is given to all students studying foreign languages by correspondence, so that they will have advantages to compensate for those not shared with students receiving residence instruction. When the lesson assignment is sent to USAFI, it receives the full concentration of an instructor who gives undivided attention to each student's paper. In most

language courses the same teacher grades all work submitted by an individual student and the relationship between teacher and student frequently becomes very informal and personal.

Good textbooks are essential for an effective correspondence course and the problem of finding suitable texts is often rather difficult. Most varieties of omissions or shortcomings in a text can be corrected, compensated for, or at least minimized in class. A dynamic classroom teacher can achieve success even with mediocre texts and can do much to stimulate and sustain interest in uninspiring reading matter. Textbook presentation, explanation, and reading material assume greatly increased importance in correspondence instruction and play a very large part in determining the student's attitude toward the course. If the adult military student is confronted by such gems as "The pencil of his uncle" and "la vache bleue de ma grand'mère" chances are we may never hear from him again.

Each correspondence course in the foreign languages uses an especially prepared study guide which provides directions and specific study suggestions and procedures similar to those a conscientious classroom teacher would give his students. In addition to the obvious function of dividing the text materials into study assignments, the study guide provides self-checking quizzes and exercises to help the student gauge his progress in the course. These self-examinations not only provide the student with the correct answers but also help him to determine why he has missed individual items, in what areas he may need additional review, and where he should center his attention in the text materials. They also help him determine whether he is ready to prepare the written assignment. One written assignment for each lesson or unit of work is sent in to USAFI, graded, and then returned to the student with corrections and suggestions.

Of even greater importance than the self-

checking and self-diagnosis materials in the guide are the study notes. In many respects, these are the heart of the course and frequently determine how popular and successful a specific course may be. The study notes may be comparatively brief or quite lengthy depending upon the adequacy of the explanations and the general "self-teachability" of the textbooks used in the course. Some of the functions of the study notes are:

1. To explain or interpret difficult portions of the text.
2. To amplify or simplify explanations and translations in the text.
3. To provide additional examples or illustrations.
4. To clarify difficult grammatical constructions with diagrams or line drawings.
5. To correct any errors or inconsistencies in the text.
6. To indicate specific reading and study procedures for handling difficult material.
7. To supply information on recent developments concerning the reading selections or their authors and bring text information up to date.

In the correspondence course nothing can be assumed or taken for granted. Explanations should be simple and effective yet they should not give the impression of "talking down" to an

adult student. By reviewing carefully the lessons sent in by students over a period of time, it is usually possible to spot any weaknesses in the courses. If certain lessons give difficulty to many students or if similar questions are asked frequently in specific lessons, we know that additional explanatory material is required in these particular units. Necessary adjustments are then made in the periodic revisions of our study guides.

Despite all efforts to anticipate difficulties and smooth out the bumps in the road to successful completion of our courses, the completion rate for foreign language correspondence courses at USAFI is still of such nature as to merit further attention. However, considering the fact that participation in USAFI correspondence courses is entirely voluntary and that the student is under no pressure to complete them, the number of students who do successfully complete the courses is high. This is even more noteworthy when it is considered that USAFI courses must compete with all types of recreation as well as the desire for just plain loafing during the student's very limited off-duty hours.

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## *The Cycle of Interest and Indifference in Foreign Languages*

EVIDENCE would indicate that foreign languages are gaining in popularity. But this wave of popularity cannot continue of itself. Unfortunately when left alone in the past, similar waves quickly collapsed with dire results for foreign languages and sadder results for the nation. In fact, judging from the articles which have been written in popular and semi-popular magazines in the last twenty years, as listed in the *Reader's Guide to Periodical Literature*, 1935-54 (if these articles can be construed as a gauge of public interest), the study of foreign languages has had a varied existence, and has suffered just as many setbacks as gains. One almost can see a cycle in the waxing and the waning of popularity of foreign languages. Likewise the current movement to introduce foreign languages into elementary schools is not a new one and without precedent. It has appeared before with varied results. This and other language problems are reflected by the articles which were written in the last two decades, and these to some extent comprise a partial history of foreign language study in the United States.

The production of articles in the 1935-37 period was modest. Europe was girding for a conflict, but the language problem was much in evidence, for "magic wand solutions to the foreign language problem" was the topic, and the question "Why study foreign languages?" was being asked. It is the ever reliable comeback. We are always hoping for magic solutions, and someone invariably presents the question mentioned. Hence almost twenty years later we are still occupied with essentially the same problems. In fact one is tempted to remark that the two ideas presented by these articles constitute a basic and perennial problem which will continue to recur as long as man is on the face of the earth, and as long as he uses more than one language.

In 1937-39 the articles were slightly more numerous. Several of these were concerned with grammars and texts; the possible functions of foreign language study, and its place in the "modern curriculum." There was also an indication of a rising interest in a world language. The world had become even more troubled as war was in the air.

The years 1939-41 have some resemblance to those of 1949-51, as may be seen later. Here we find articles advocating foreign language training for the kindergarten and grammar school children, and suggesting that languages might be a basis for international friendship. There was also the fear expressed that history might repeat itself, and that the teaching of languages might suffer as it had during the first World War. It seems strange that so little progress has been achieved with respect to the elementary teaching of foreign languages since 1939. But it was so easy for indifference to set in. It was believed soon thereafter that languages did not have to be begun in elementary school, since the country had realized the importance of foreign languages by setting up the Army Specialized Training Program to prepare its people for a global war. Surely it appeared then that foreign languages had an assured future.

The following years, 1941-43, indicate the aroused interest in them, with the beginning of United States' participation in the war, and the accepted reliance on foreign languages in the war effort. Global war demanded new skills in foreign languages. Colleges and universities emphasized these, as languages went to war. The lack of knowledge of foreign languages was referred to as the "weakest spot in our armor." Languages were needed as much as tanks and planes to win the war, and even more so to win the peace. "Quickie" methods for learning languages were called for and instituted by the ASTP. Not all the writers, however, were con-

cerned with foreign languages in the war effort. Foreign languages were still stressed as an aid to one's English, and the ever present question of whether students want to study foreign languages appeared at this point. Likewise an article continued a former idea, that of having *children* study foreign languages. It discussed the advantages derived by a child from the study of a second language.

The first article on languages which was printed in a popular magazine appeared in *Time* on March 16, 1942, entitled "Language Boom." The following month a similar article appeared in *Newsweek*. *Time* again came out with a column on foreign languages in October of 1943. (By comparison, in 1954 *Newsweek* had an article entitled "Boom in Tongues." In 1953 a similar one appeared in *Time* on the El Paso elementary schools' foreign language program. Perhaps these beginnings are leading to a better and longer cycle than the one launched by *Time* in 1942.) Subsequent articles came in *Good Housekeeping*, *Reader's Digest*, and *Science Digest*.

The article which tried to show that students wanted to study foreign languages appeared in 1942, at a time when some colleges were eliminating the language requirement for the degree (the same tendency has been renewed after the war). The author of the article after giving statistics to prove his point concluded: "It is now clear how the general public and how the students feel toward foreign language study. It is also clear that our school officials occupy their positions to serve the interests of the public and of the students. It now remains for the opponents of foreign language instruction to explain their attitude in the face of the available evidence."<sup>1</sup> But these words were lost in the austerity of library stacks for scholastic journals, and were not heeded when a few years later without explanations important universities dropped foreign language requirements, and when in California the state legislature made it illegal for any state school to require a foreign language for any degree. Fortunately, in many cases the truth of the article was upheld as, after an initial sharp drop, enrollments in some schools began to climb and seem to be returning slowly to normalcy. In one school where the requirement was dropped for

several years,<sup>2</sup> enrollment continued to rise so effectively that the requirement was finally re-instituted. During this 1941-43 period of growing popularity, there also existed conflicting attitudes, as there always will. One writer even expressed himself on the "wasteful foreign language requirements."

The history of foreign languages seems to repeat itself, but after each slight rise, they go into a sharper decline. Is there a turning point, and is it in the making?

A spokesman for the foreign language movement for elementary schools in 1943 emphasized that the "linguistic efficiency of our students cannot compete with that of other students of the world unless we start earlier, double the years of teaching and make foreign language instruction obligatory for at least all our gifted students. The few cities experimenting with the teaching of foreign language in the grades will show the way out of the present dilemma."<sup>3</sup> It was almost ten years before the advice of this article was taken. Perhaps it wasn't taken at all; perhaps more people just naturally became more aware of the truism contained in it. Will history repeat itself and will the present movement lose fervor as similar attempts faded out in the past?

Back in 1943 public opinion through the press and radio "clearly" indicated its desire "for more and better language instruction." For two or three years it seemed that the cry was heard. But what has happened since then? One can find the answer in the following notes.

The 1943-45 period was by far the most active in this span of the last twenty years. Articles on foreign languages appeared in such popular magazines as the *National Geographic*, *Fortune*, *Saturday Evening Post* (which followed up *Time*'s "Language Boom" with a "Boom in Babel"), *Collier's*, *Reader's Digest*, and *Science Digest*. All of these were concerned chiefly with

<sup>1</sup> "Do Students Want to Study Foreign Languages?" W. T. Phillips, *School and Society*. 56: 334-35, Oct. 10, 1942.

<sup>2</sup> Ohio Northern University (in Ada) "which abandoned the requirement in 1935" restored it after "enrollments had . . . tripled." (*PMLA*. LXIX, No. 4, Part 1, Sept. 1954, p. ix.)

<sup>3</sup> "Oral Command the First Objective in Foreign Language Teaching." C. A. Gardiner. *School and Society*. 58: 43-44, July 1943.

the results achieved by the so-called Army Method of language training. Besides the "quickie" methods, these magazines also clung to the idea of an international language. This idea of a universal language for one world was popular as the war effort and international problems reached their peak and hit the heart of the American home. Thus the people sought ways of establishing future peace, and among these ways languages as a tool for peace held a prominent position. During this time textbooks and grammars were left unmentioned. The oral approach to languages seemingly had everyone jumping on the bandwagon. Talk of new techniques for language teaching continued. "Science" had come to languages and proved to be of considerable help. More significantly, this was the only period in which the general public was subjected to some of the propaganda going on for foreign languages. All too often articles on foreign languages had appeared only in the learned journals of limited circulation.

During this time Americans became aware of the usefulness of other languages. In fact languages became a necessity for millions of them and it was this necessity that gave such importance to the languages during the war. Following the war they suffered some of their worst setbacks, as colleges and universities speeded up elimination of languages from their curricula. People are fickle and are interested in languages not for cultural purposes, but rather for practical ones, and apparently there is no use trying to deceive ourselves on this point. The human race is realistic, and concerns itself only with those problems that directly touch the individual. Americans, as other people, are interested in a foreign language, because they think they may have occasion to use it either in their business or in their travels. If they didn't think this, they would not learn it. The plain matter of fact is that ours is a utilitarian age, as certainly all other ages have been. Schools have always taught subjects which proved to be most useful to their age, whether it was rhetoric, logic, philosophy, theology, chemistry or physics. As a necessary result, subjects which no longer seemed to prove their worth were dropped from the curriculum. There has consequently been much discussion, and in some

places panic, concerning the foreign language requirement. Yet languages, whether we like it or not, are here to stay. As long as man exists he will want to speak. If one is to judge by the evidence gained from present languages and their dialects, there will always be more than one language in the world, although one language may eventually be spoken widely in all parts of the world. Therefore, the future from a language teacher's point of view should look bright, for it will always be necessary to study some other fellow's language.

There was still a fair interest in foreign languages in 1945-47, but it had diminished from the previous years. At this time foreign languages were considered the key to international understanding. Interest in a universal language continued on a fairly high plane. The *Woman's Home Companion* conducted a poll which indicated the desirability of teaching foreign languages as a required subject. Forty-three per cent of those expressing an opinion in the poll thought that this teaching should begin in the grade school. This figure is significant since the general public had not been subjected (and even at the present time is not) to propaganda advocating this idea. Therefore, only half the people really have to be won over to this idea, the other half of its own accord has long been convinced of this. The layman has repeatedly shown that he feels as many educators, neurologists, and psychologists do, that the ideal time to start the study of a foreign language is in early childhood. During this period the *Science Digest* and the *American Mercury* carried articles concerned with the beginning study of a language and with international languages.

In comparison with previous years the smaller number of articles for 1947-49 appeared to indicate an abating interest in languages and a growing indifference to them. Some articles again resorted to methods of foreign language teaching. Others continued to advocate an international language. And still another tried again (as five years before) to answer the recurrent question of whether or not students wish to study foreign languages of their own accord. Again the evidence was overwhelmingly for the affirmative. The *Science Digest* and the *American Mercury* printed articles on a world language. At this point

UNESCO made its appearance in support of languages as a means for better international understanding. *Time* was still interested in "linguistic quicksteps."

The growing indifference to languages perhaps was well reflected by what was going on in Louisiana. There, French had been introduced into elementary schools years before. But by 1949 it had all but disappeared from them and was on the way out even from high schools. Louisiana State University became aware of this and decided to revitalize the program. Due to its efforts, foreign languages are being taught now in elementary schools of twenty-three different parishes (counties), and fortunately the program is constantly spreading.

The years 1949-51 in the journals and magazines still reflected hard times for the languages, for the number of articles was still about as limited as during the preceding two years, although interest was again beginning to pick up. Languages seemed to be in the doldrums for the time being, and there was a relapse to a discussion of methods of instruction. Reasons were also given for the teaching of foreign languages in elementary school, and the place of foreign languages in the general education curriculum was also discussed. It is noteworthy that no article on foreign languages appeared in a popular magazine. The low point reached in 1950 finally began to stir some people into action. Interest in foreign languages had to be revived again. Articles began to stress the advisability of reintroducing foreign languages into secondary schools and of introducing them into elementary education.

Thus from a low point just before the World War in 1937, languages increased in their prestige during the war, here reaching their peak; soon thereafter they were once more neglected, but began to affirm their importance again at the beginning of the tense world situation over Korea, and interest in them is now being revived once more.

Came the years 1951-53 and foreign languages were on the march again. In 1951 the preoccupation was with the aspects of teaching. It wasn't until the momentous speech by Dr. Earl J. McGrath that work really began in earnest.<sup>4</sup> The role that languages would play in the future became the topic of discussion. Articles appeared in ever increasing numbers

and ranged from teaching methods to foreign languages as an aid in national defense, and as a panacea for the world's ills. One such article stressing the importance of foreign languages appeared in *Business Week*.

The government sanction of foreign languages for elementary schools was just what everyone seemed to be waiting for. It was like a pent up feeling that finally could be let free. No novel ideas had been presented in this period, but the fact that they came from an influential source gave increased impetus and enthusiasm to those who had long believed that foreign language study should begin in the elementary school. Experiments of foreign language instruction at the elementary level sprang up in many communities, and to the satisfaction of most, but to the amazement of some, they were highly successful. Early in 1953 *Time* carried an article on the El Paso foreign language program for elementary schools begun in 1951. (This was reminiscent of the 1942 *Time* article.) At present the movement is expanding faster than had been hoped. Yet the public has had news of this only through the articles which may have appeared in local papers or through *Newsweek's* "Boom in Tongues" of November 1, 1954. (This article recalls the *Newsweek* article of 1943.) Yet in March of 1953 an article appeared not in tune with all the rest, for it minimized the value of foreign languages in general education, and termed foreign language instruction as "poor."

In 1953-54 the activity became quite feverish. Reports came in on the experimental programs. Everyone seemed to be concerned with "foreign languages and the child," though there were also other fields of interest. There was a resurrected interest by some science magazines in a new international language; the *American Mercury* printed an article on how languages began; and encouraging reports came from the UNESCO Seminar on foreign languages. The *Science Digest* reprinted an article from the *Science News Letter* in which a neurologist explained his findings which led to the conclusion that children should be taught foreign languages at an early age.

Outside of the four or five popular and semi-popular magazines mentioned, no other article

<sup>4</sup> "Language Study and World Affairs," reprinted in *MLJ*, May, 1952.

has appeared before the general public on the present movement to introduce foreign languages to elementary school children. It remains to be seen whether this movement will grow in strength to the extent that popular periodicals will pay more attention to it. Then still a difficult task will come. It will be necessary to retain the public interest until foreign languages are well established in the elementary schools. This will require unrelenting propaganda in their behalf. However, inevitably there will also be other problems, and interest and enthusiasm will always have to be kept up if the study of foreign languages in the elementary schools is not to collapse.

The evidence gained from the articles of the last two decades would appear to indicate that there is a language cycle of approximately ten years' duration. Thus if one were inclined to predictions, one could say that 1955-56 will see the peak of interest in the present movement, and that this one may decline as has happened with others before. Perhaps this is the time then in which to act; otherwise in another ten years we may be going through these same problems but at a greater disadvantage, and so on *ad infinitum*. It is true that the movement for introducing foreign languages into the elementary schools had been simmering for some months when Dr. McGrath delivered his memorable speech in St. Louis. This nevertheless was the greatly needed incentive that the movement required. Thereafter articles appeared and still are appearing in learned journals and periodicals suggesting that languages be introduced into grammar schools, so that our country in the future can be more ably represented at conference tables of all sorts on the international level. In their enthusiasm some comments have been a little unrealistic. It would perhaps be going a little too far to suggest that a knowledge of foreign languages could be a panacea for all our international ills. Speaking the same language does not preclude war among peoples, nor does it make them necessarily any more tolerant; we have only to look at the civil wars to dispel this idea. We must not believe that because our children may become linguists that that in itself will create international understanding.

It is true that a movement must begin somewhere, but if it doesn't eventually reach a wide

enough public, it will probably soon fade out. It is unfortunate that the present movement had not as yet capitalized on the possibilities for propaganda to be found in the popular journals. If foreign languages are to be taught, the public must demand them vociferously. Unless the public wants them, and unless it agrees on their value, school boards may find some difficulty in introducing something on a *permanent* basis into the elementary schools. The writings over the past twenty years (and possibly more if one continued to check back) indicate that it is hard to get a movement started. However, the present movement has received immense support from many quarters, including educators, top government officials, and public groups. There are nonetheless many educators, who are still hesitant about giving time to foreign languages in the elementary curriculum. Time could be found in the curriculum for them if there is sufficient reason for it—if it is requested by the parents of the children now at school or by those of children who will soon be enrolling for the first time.

Languages were suggested prior to the war as a hope for establishing peaceful relations among men. The suggestion was forgotten, and now the very same problem concerns us almost twenty years later. (One could say that 100 or perhaps even 1000 years ago essentially the same problem was present, but immediate things come first and we have limited ourselves to only the last twenty years.) Whether or not our children will become linguists will depend on whether or not we succeed where our predecessors failed in 1939 and the early forties. If we fail, we may yet be lucky enough to have another chance. This very problem may very well recur periodically until foreign languages are definitely established in grammar schools, or until the world is united as one nation, dominating all the others and impressing its language on them in much the same way as the Romans did in their era.

It has been seen that during the war languages enjoyed a renaissance. As soon as the war ended, their importance, instead of rising, declined. Now in the face of threatened extermination by slackening college requirements, they are being revived.

How long will these cycles of interest and indifference continue? There is a need of a pro-

gram to awaken more people to the importance of foreign language study—not really to awaken them to the importance of languages, but to awaken them to action in the same manner as Dr. McGrath awakened the language teachers to action. Disinterest can set in too easily. If we relax our efforts now, as may well happen, there will be a delay in this program for another ten years, and we will only have to go through the same steps again, possibly with greater difficulty. If on the other hand, at least the ground which has been gained is maintained, then in another ten to fifteen years there will be enough qualified foreign language teachers to extend foreign languages to all elementary schools that will desire to teach

them. Even then, there may not be enough teachers to meet the need. Still there will be a larger number, a number which will have come up perhaps from the children that are only now beginning the study of foreign languages in the elementary school. At the present the future looks bright. But, we must not become complacent. Now is the time for action. To avoid the pitfalls of the past, we must increase our enthusiasm and activity, for unless the languages are securely established in the elementary grades in the next two years, they may receive a serious setback, more serious than ever before.

JOHN LIHANI

*Yale University*

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**CONCENTRATION.** Highest concentration of students of a single FL in the public high schools of any state is in New Mexico, where 21.8% of the pupils study Spanish. Next in order are Arizona (20.5% studying Spanish), Massachusetts (19.7% French), Rhode Island (19.5% French), California (19.4% Spanish), Nevada (18.9% Spanish), New Hampshire (16.9% French), Connecticut (16.4% Latin), Maine (15.5% French). Highest in all FLs combined are Massachusetts with 45%, Rhode Island 44.5%, Connecticut 39.8%, New Jersey 39.4%, and New York 37.3%.

**FL ENTRANCE REQUIREMENTS RAISED.** Nearly all applicants for college this fall will be required to take an entrance examination to show proficiency in one FL. Only exceptions will be applicants to agricultural and teachers colleges where an FL is already the language of instruction. Startled at this news? It comes from *Izvestia*, 20 May 1955, and is the official announcement of the USSR's awareness of the strategic value of FLs.

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## Foreign Language in the Elementary School?\*

*Yes, says Daniel P. Girard*

RALPH J. BUNCHE said recently: ". . . In the course of my own experience in the field of international affairs I have often had cause to regret that foreign-language study was so little emphasized in my own schooling."

Such regrets are expressed more and more frequently as America sends out to all parts of the world a growing number of diplomats and technicians, business men and soldiers, students and teachers—not to mention several million tourists a year. Our interdependent world requires that more and more of us Americans be able to communicate with citizens abroad and to understand and appreciate the culture of other nations.

When properly taught, foreign languages can contribute a great deal to international understanding. By gaining familiarity with the language and by active involvement in situations that typify other cultures, children gain an appreciation of customs which otherwise might seem queer, even dangerous, because they are "foreign" and unfamiliar. This fostering of tolerance and opening of new vistas are important contributions to the child's total growth.

Why start languages in the elementary school? Because a smattering of foreign language is not enough. Only by starting language study in the lower grades can a fair degree of mastery be assured.

There is another reason, too. We know that most children up to 12 years of age can imitate accurately and learn one or more foreign languages without self-consciousness. This is the period when they learn quickly orally, when they readily absorb vocabulary.

Pre-adolescence invents secret languages. When this urge is not satisfied by introducing a foreign language, double Dutch and pig Latin take over. It seems unreasonable and wasteful not to capitalize on these natural language interests and capacities.

Teaching foreign languages to children in the early grades is not new in this country. We have precedents and established patterns for it. German was taught in the grades for many years, a century ago, in Cincinnati, Milwaukee, St. Louis. In 1921, Cleveland inaugurated a foreign-language program for superior children in grades one through six in about 20 of its elementary schools.

Within the past three years, more and more communities concerned with this rising need have begun to offer foreign languages in the grades: 75 in 1952, 145 in 1953, 280 in 43 states last year. Probably more than 500 will have such programs by the end of this year. Already at least 200,000 pupils in over 1550 schools are engaged in language study in the grades.

Those who favor language learning in the early grades find no serious obstacles to overcome. Search will uncover former language teachers or language majors now teaching elementary-school subjects. Their self improvement can be hastened and continued through participation in language workshops, use of tape recordings and discs, language films, and other linguistic resources, and possibly by travel and study abroad.

The availability of foreign-language materials is increasing. Appropriate language manuals and work books will be ready this fall. The Modern Language Association's section on foreign language in elementary school has published bulletins and programs which give valuable help and guidance.

Because of the relative time flexibility of the elementary-school curriculum, there are elementary teachers who say that foreign-language classes (usually three 20-minute periods a week) can be arranged within school time without interfering with other offerings. Furthermore, languages in the grades do not operate in a vacuum. There can be close relationship between them and other subjects such as art,

\* Reprinted with permission from the *NEA Journal*, May, 1955.

music, social studies, and science. These reinforce one another.

It should be noted that at this time we are not advocating foreign languages immediately for everyone in the grades; but only for those pupils who show special verbal skill and those who wish to study a foreign language for personal reasons or because of parental encouragement.

We have evidence that a sizable portion of the public favors languages in the grades. A growing number of parents are eager for their children to have early foreign-language training.

America's position of leadership makes it essential that we use to best advantage all our resources, both physical and human. Very important among these is the capacity to learn foreign languages. By giving boys and girls the opportunity for an early start and a chance to study continuously for a period of from six to eight years, our schools can prepare able, competent young linguists. These will become a precious asset for our country as ambassadors of goodwill.

*Teachers College,  
Columbia University*

*No, says Herbert F. A. Smith*

**B**EFORE the teaching of foreign language is added to the already heavy load of the elementary teacher, I must voice a personal opinion.

I was brought up in the Province of Quebec, Canada, where almost 85% of the population speak French. In the non-Roman Catholic school system, as opposed to the Roman Catholic system—both publicly supported—I was taught French from the third grade on through high school. I took four years of it in college and then taught French for seven years in the elementary and secondary schools of Quebec.

French is a lovely language; the culture it opens up to us is rich and worthy of study; the French-speaking people are friendly and appreciate our efforts to learn their language. Yet it is unwise, I believe, for us to add this foreign language, or any other, to the elementary-school curriculum.

In the first place, the teaching of foreign languages in the elementary grades takes much time and money that might better be spent in more pressing areas. We cannot afford to sacrifice the more essential learning to teach a subject of such doubtful value.

There is fallacious thinking, it seems to me, behind the assumption that by teaching a foreign language in our elementary schools, we can reach the goals of world peace and understanding.

It might mean a step toward peace if a facile use of the language were attained by any considerable segment of our population, and if these people could then establish contact with any great number of foreigners. But language facility in another tongue is not attainable by any significant number of children in an elementary-school situation. And only a very small proportion of our population will have even a passing contact with the people of that other country.

It is assumed further by those who favor foreign-language teaching in the elementary school that the language taught will be French or Spanish. But France and Spain are not countries that threaten our peace. Properly speaking, we have not been at war with France or Spain for a long time.

If we are to follow the line of thinking thus embarked on, we should have to conclude that Russian and Chinese would be the languages most suitable and desirable in our schools. At this point the whole concept becomes absurd, if not impossible.

Foreign-language teaching is an area where thorough training of the teachers is of the utmost importance, and the amateur has no place in it at all. Our elementary-school teachers are not educated for it, and if such ability were required, it would add greatly to the onus of their preparation. Certainly language-teaching skills cannot be developed in 15 periods of instruction held from 4 until 6 o'clock in the afternoon after a full school day.

Even if we were to suppose that well qualified teachers are available, how feasible is the teaching of a language by means of two, or even three, periods of 20 minutes or less per week? To compare with opportunity for learning to that of a child in a home situation is

patently absurd. If one teacher were assigned to each child for several periods a week, the results would be very meager indeed; when the class situation is involved, the results will be practically negligible.

Our knowledge of psychology indicates that the teaching of a foreign language in the elementary school is not well advised.

I am not greatly concerned with the confusion that might result in the child's mind as the result of studying a second language, although I found it disturbing to have English-speaking children write "Canadiens" when they meant "Canadians." I refer rather to the fact that there is very little transfer of language from the classroom situation to the conversational level. Even with well-prepared teachers and liberal allotments of time, this generalization holds, true. As these two factors decrease, so does the transfer of language.

This is so because not so much as 1% of our

elementary-school population has any more real need for a course in French or Spanish (or German, or Russian, or Chinese) than I have for training in ballet. If we face this consideration honestly language teaching is an imposition on the child rather than an opportunity for him.

In Quebec, where French is generally spoken, there is a real need for English as a second language. And a similar need for French, or for Spanish, may exist in parts of this country.

Even where such a situation exists, however, it is debatable whether it is wise to teach the specific language involved in elementary school, instead of leaving the task for the secondary school. Certainly there is no justification for teaching a language to elementary pupils in areas where no need for that language exists.

*State Teachers College  
Mankato, Minnesota*

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## Foreign Languages in General Education

THE role of foreign languages in general education has been the subject of much controversy. The authors of *General Education in a Free Society* noted in 1945 that experienced educators varied widely, some holding that foreign language has no appropriate place in general education and others insisting with equal vigor that it includes the truly essential subjects. A survey of the literature of the past decade reveals that there is still little unanimity on this subject, that both the theorists of the general education movement and the administrators charged with putting it into practice are sharply divided over the question of including foreign languages. The summary of current theory and practice presented here aims to help the language specialist see his field of interest through the eyes of the general educationist. For obvious reasons, therefore, all the viewpoints described are those of educators who are primarily interested in developing general education programs and who are concerned with language study only insofar as it contributes to this goal.

Although there is no universally accepted definition of general education, the term as used here indicates that segment of the work offered by an institution of learning which aims to fill those needs shared by all its students. More concretely, a general education program is considered to be a closely integrated program of studies consisting either of departmental courses specially designed for the non-specialist or of fusion courses cutting across subject-matter fields.

### *Is Foreign Language Study a Proper Part of General Education?*

Many educators answer this question distinctly in the affirmative. Their reasons for so doing fall into two categories: those stressing the role of foreign languages in the humanities and those emphasizing their value in the field of communication.

Some partisans of the view that languages are an essential part of the humanities feel that

their major contribution lies in their revelation of the structure of human thought. Few would deny that an understanding of the workings of the human mind is one of the most important contributions that any branch of study can make to general education. The realization that "other languages have words with meanings which no English word carries, that they sort meanings in other ways and link them up in other patterns, can be a Copernican step, one of the most liberating, the most exciting, and the most sobering opportunities for reflection that the humanities can offer."<sup>1</sup> In addition, it is claimed that understandings of this nature can be achieved by a first exploration of the connections between English and other languages, thus refuting the argument that foreign language study would take up a disproportionate block of time in the general education curriculum. Other advocates of foreign languages as part of the humanities cite their function as a guide to a deeper understanding of literature and history. Although most of the masterpieces of world literature can indeed be read in translation, it is felt that real insight can be attained only through acquaintance with works in their original form. Languages are here conceived of as standing in much the same relationship to literature as do mathematics to science; both exist in their own right, yet both are at the same time doors to neighboring studies.

Communication is another area of general education in which foreign languages are thought by many educators to be of the greatest importance. The specific role of foreign language study is conceived to be that of increasing understanding among peoples of different nations and of improving the student's ability to use his native tongue. The need for better communication among nations is due in part to the greater ease and frequency with which peoples

<sup>1</sup> Harvard University Committee on the Objectives of General Education in a Free Society. *General Education in a Free Society*, p. 120. Harvard University Press, Cambridge, 1945.

of all countries come in contact with one another—the existence in fact of "One World." In addition, because of the increasingly important role played by the United States in world affairs, it is particularly imperative that Americans improve their ability to communicate with other peoples. Dr. Earl J. McGrath, former United States Commissioner of Education, affirms that although a generation ago languages may have been useful to only a certain segment of the college population, they are now essential for all. Other educators go even farther and recommend language study as part of the general education program for students at all levels of our school system. They feel too that foreign languages can improve communication ability through their illumination of English. The function of foreign language study in lending perspective to the student's native tongue has already been mentioned. In addition, language study is felt to be valuable in clarifying syntax and vocabulary, the most obscure aspects of the English tongue. This again is felt to be one of the fruits of the early stages of language study; at a more advanced level, translation exercises provide excellent practice in reading and writing English.

On the other hand, many educators do not consider that foreign language study belongs in general education. One of their most oft-quoted arguments is that languages are of use only to a minority of the population and that they therefore should not be included in the education of all. Members of this school obviously look on foreign languages as keys to specific vocational and personal interests rather than an avenue to understandings in areas with which all are concerned. Another group holds that, although foreign languages could potentially contribute to the aims of general education, the time required for language study is disproportionate to the values achieved. This point of view was underlined by the report of the conference on general education held at Florida State University in 1950. Participants in this conference, while unanimously affirming the value of foreign language study in general education, believed at the same time that this value was not proportionate to the amount of time it would take away from other studies.

The long-debated question of transfer of

training is thought by some to have an important bearing on the role of foreign languages in general education. That transfer takes place only along lines of identical elements and only to the extent that they are made meaningful to the student was recognized by the Modern Foreign Language Study as early as the 1920's. Since then a strong attempt has been made to develop teaching methods and materials which make possible a maximum amount of transfer. In spite of these efforts, some educators feel that the results are not sufficient to justify the inclusion of foreign languages in general education. They suggest that the general education values attributed to language study, such as increased understanding of English and greater international good will, can be more directly achieved by other means.

Languages have also been considered inappropriate in general education because they do not lend themselves to integration. As noted earlier, one requirement of a true general education program is that its component parts be closely coordinated. Some critics feel that the isolation of foreign languages from other phases of the curriculum is inherent, while others blame it on the uncooperative and anti-general education attitudes of some language teachers.

#### *To What Extent Are Foreign Languages Included in Existing General Education Programs?*

As the opinions of general education theorists were found to be so divergent, the next step was to determine which school of thought commands the most widespread allegiance on the practical level. In attempting to ascertain this, the survey reported by Paul L. Dressel in *School and Society* in 1953 was of the greatest value. Dr. Dressel queried over 50 administrators of general education programs in 19 American colleges and universities. While their opinions on the subject of foreign languages varied somewhat, their answer in practice was more clear-cut: in not one institution were foreign languages included as a required part of the general education curriculum. Three of the schools represented did not permit languages to be taken as part of general education under any circumstances, while ten others sanctioned them as electives only if upper-school require-

ments permitted. The remaining six institutions accorded language courses the most favorable treatment by permitting them to be substituted for certain general education courses. In considering these practices as typical of general education programs throughout the country, it must be noted that all but one or two of the 19 institutions surveyed were located in the South, the Midwest, and the Far West. Thus that area of the country—the Northeast—where language study has traditionally been most popular is not adequately represented. It is, however, probably safe to assume that the practice in the institutions reporting is typical of that in most colleges and universities in their sections of the country.

An effort was also made to determine the role of foreign languages in the general education programs of schools of education throughout the country. Information was requested from the departments of education of all 48 states and usable answers were received from 30. The results of this survey were somewhat disappointing due to the ambiguity of the term "general education." The responses indicated that general education was often considered to consist of any required curriculum outside of the student's major field of interest and his professional studies. Since it was impossible to ascertain the exact meaning assigned to this term by each state education agency, the statistics given here will cover the 25 states which professed to require general education in their teacher-training institutions. Of these, only two required the study of foreign languages as part of the general education program, while 15 more permitted them to be elected in partial fulfillment of the general education requirement. In the eight remaining states, languages were not included in any way within the general education program. Although no strong geographical bias was discernible, it is important to note that seven of the eight states excluding languages entirely from the general education program are located in the South and the Southwest.

Although most institutions have thus not assigned to languages an essential role in their general education programs, a few have been carrying on interesting experiments in this field. In each of the three programs described below, a distinct effort has been made to develop a lan-

guage course which contributes to the aims of general rather than of special education. It is significant that two of these courses have been set up by institutions offering specialized training, since it is particularly in schools of this nature that the curriculum is often considered too crowded to permit the inclusion of foreign language study.

The course offered by the George Peabody College for Teachers, entitled "Basic Language Communication," is required of all freshmen, regardless of previous language experience. It is a one-year course devoted to the study both of English and of a foreign tongue, either French, Spanish, or German. The course meets five times a week in small sections, with two of these meetings devoted to foreign language study and three to English. A particular effort is made to integrate both phases of the course; the material on which the discussions and essays in English class are based, for example, often deals with the civilization of the country whose language is being studied. The aims of the English and foreign language phases of the course are identical: to help students use languages more effectively as a means of achieving inter-personal and inter-group communication and human understandings and to help them develop an understanding of the nature of language and its role in human affairs.

Another interesting course is offered by the University of Chicago. It includes general language work, dealing with semantics, phonetics and phonemics, grammar, and the history of language as well as the study of a single foreign tongue. This course is required of all freshmen who do not rank sufficiently high in a placement test. The majority of the course meetings are spent in studying one of the seven foreign languages offered; the general language work is carried on in a special section which meets once a week for one term. Those responsible for the Chicago program feel that both the study of a foreign tongue and of some of the general aspects and problems of language are a proper part of general education. However, to get full value from either of these, a deliberate effort must be made to point up their relationships. Thus that part of the course devoted to general language work is designed to supplement the study of a foreign language by introducing and

expanding topics which contribute to the ends of general education.

Both the University of Chicago and the Massachusetts Institute of Technology have arranged for the incorporation of advanced, elective language study in their general education programs. At Chicago students who have done well in the basic language course are encouraged to enroll in a special section of the general education course in the humanities, where all reading is done in a foreign language. The course at the Massachusetts Institute of Technology is similar, also setting up special sections of its basic humanities course where foreign language texts are substituted for those used in the regular sections. Here the course is designed particularly for entering students with good language backgrounds who wish to continue their study at the college level.

#### *How Can Foreign Language Study Be Adapted so as to Better Serve the Aims of General Education?*

Much of the criticism offered by those opposed to the inclusion of foreign languages in general education is of a constructive nature. Many feel that certain modifications would make it possible for languages to make an important contribution to the aims of general education. One of the most common suggestions urges that the traditional grammatical method of language teaching be replaced by the oral-aural approach. The feeling here seems to be that the newer methods permit the student to be at home in a language in a shorter time; he is thus able almost at the start of his study to use the language to learn about the total cultural pattern of a linguistic group. Another recommendation looks toward closer articulation of secondary school and college general education programs. It has been noted that some educators feel that foreign language study is too time-consuming to be included in the already crowded college curriculum. The obvious solution is to incorporate language study into the high school curriculum; this is strongly urged by the authors of *General Education in School and College*. They recommend for all students, except those with a clearly-established language disability, four years of language study in secondary school. If students are provided with a solid

language background in high school, they will be able to utilize languages effectively to enrich their college general education studies. The responsibility for giving them the opportunity to do so rests with the institutions of higher learning; the experiment at Massachusetts Institute of Technology already described is an example of the type of college-level course which would be appropriate.

There have been several suggestions as to how foreign language study might be more fully integrated into the general education program. One of these would establish "area studies" courses or programs in which the student studies simultaneously the language and culture of a particular linguistic group. It is felt that in a program of this nature the student's knowledge of language would contribute to his understanding of the total cultural pattern and the latter in turn would give meaning and direction to his study of language. Illustrations have already been given of two other possible ways of correlating foreign language study with other aspects of the general education program, in the courses described at the George Peabody College for Teachers and the University of Chicago. The former envisions the integration of languages into the framework of the communication area of general education, while the latter favors their coordination with studies on the structure and role of language in general.

#### *Conclusions*

It is evident that there are marked differences of opinion among general education theorists as to whether foreign languages should be included in general education. Their claim to admission on the grounds that they give insight into human thought and into world history and literature is opposed on the grounds that these ends can be more economically achieved by means other than foreign language study. Although they admittedly increase the students' ability to use his native tongue, some feel that this too can be achieved more directly through study of the English language itself. The need for all Americans to know foreign languages in the closely-knit multilingual world of today is disputed by those who feel that such knowledge is not ordinarily of universal value. That foreign languages cannot be adequately integrated into

the general education program is questioned by those acquainted with the programs at Peabody, Chicago, and the Massachusetts Institute of Technology.

On the practical level there is more unanimity: foreign languages are seldom considered an essential part of general education, although they are frequently permitted on an elective basis. It appears that the time element and difficulties of organizing appropriate language courses have militated against their acceptance. Only in isolated cases have foreign languages been considered valuable enough to merit the necessary expenditure of time and effort.

There is some feeling, however, that foreign

language study could assume a more important role in general education if certain modifications were made. These are first of all aimed at enabling the student to develop more quickly the proficiency necessary to use languages in other general education studies. This can possibly be achieved by utilizing the newer methods of foreign language teaching or by incorporating more language work into the precollege curriculum. The problem of integration may be solved by coordinating language study with other work in the fields of the humanities, communication, or the social sciences.

MARY LOU ZOGLIN

*Seattle, Washington*

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#### EDUCATIONAL PSYCHOLOGISTS

Those who study in the 3-year program at the University of Copenhagen have to cope with a 41-item bibliography containing 16 German, 12 Danish, 9 English, 3 French, and 1 Swedish work. Formerly the University admitted to this program only graduates of the select Gymnasium (about 5% of primary graduates), but now admits any graduate of a teachers college who has passed the Teachers Examination with 3 FLs (English, German, French). Let U. S. educational psychologists take note.

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## Audio-Visual Aids

### NEW FILMS

#### Europe:

##### Austria:

*Tyrolean Vista*. 1954. 17 min. \$50. Rent: \$3. Scenes in this region of Austria including the city of Innsbruck, spas, quaint villages, snow-capped mountains, and Tyrolean music and folk dances. (Fleetwood)

*Carinthia*. 1954. 17 min. A journey through this province of Austria. Pictures the Austrian Alps, Grossglockner Glacier, the holiday resort of Voldon, a yacht race, and championship display of high-speed water skiing. (Fleetwood Films)

##### France:

*Le plaisir*. 1953. 94 min. Apply for special rate. Max Ophuls, the subtle stylist who created *La Ronde*, touches three stories of De Maupassant with delicate irony and keen appreciation of mature folly. In this delightful adult portmanteau are performances of Danielle Darrieux, Jean Gabin, Simone Simon and other well-known French actors and actresses. Highly recommended for college showing of language and literature classes. (Brandon Films, Inc., 200 West 57th St. N. Y. 19)

*Secret Document*. 1952. 90 min. Directed by André Haguët. Based on the novel by Maurice Dekobra. A happy married couple, Florence and Rudolph Henning become involved in intrigue when Rudolph is assigned to deliver secret documents to a French agent. The Austrian Secret Police have a plan to mislead the Allies by spreading fake secrets. To give the impression of authenticity Rudolph is arrested and supposedly shot for treason. When Florence hears of his execution, she vows revenge against von Penwitz, the head of the Austrian Secret Police, whom she accuses of treachery. Florence tracks him to Paris. (Trans-World Films, Inc. 2209 East 75th St., Chicago 49, Ill.)

*Quelle Chance*. 10 min. Produced by Gateway Film Productions. French dialogue. Presents a scene set in a French café with typical French narration. Simple speech idioms for second semester abound, however. Script available. (International Film Bureau, 57 East Jackson Blvd., Chicago 4, Ill.)

*France and its People*. 13 min. Color. Shows the characteristics, attitudes and activities of typical citizens of France, together with glimpses of interesting places. (Encyclopaedia Britannica Films, Wilmette, Ill.)

*Playgrounds of France*. 13 min. Color: \$120; B&W: \$40. Scenes of the Riviera cities of Cannes, Nice, and Monte Carlo. Dawn breaking over the summit of Mont Blanc; Brittany with the sardine fishermen; religious processions; the French Alps. (Films of the Nations, 62 West 45th St., N. Y. 36)

*The Other Paris*. 1952. 27 min. Rental: \$1. Describes the Paris where the French workers live and shows how Mutual Security Agency and American labor representatives are helping French workers to build strong, democratic trade unions. (American Federation of Labor, Dept. of Education, 1625 Eye St., N. W., Washington, D. C.)

*La Fugue de Mahmoud*. 1952. 36 min. Free-Loan. Mahmoud, a Berber boy in French Morocco, runs away from school, goes to Casablanca, learns to become a tractor mechanic, and returns to his village to participate in the mechanization of native agriculture. (U. S. Foreign Operations Administration, Washington 25, D. C.)

*Braque*. 1950. 17 min. Sale: \$100. Rental: \$10. Produced in France with an American narration read by Hurd Hatfield. Presents the background and early training of the artist Georges Braque, and shows him at work in his Normandy studio. French language version available. (Film Images, Inc., 18 East 60th St., N. Y. 22)

*Arles*. 1953. 8 min. A visit to this historic city on the Rhone River, reminiscent of Daudet, Van Gogh, and others. (Franco-American Distribution Center, 972 Fifth Ave., N. Y. 19)

*La vérité sur Bébé Donge*. 124 min. An unusual clinical study of a married couple, showing why their relationship did not work out. Adult theme. (Trans-World Films, 2209 East 75th St., Chicago 49)

*Terre et flammes*. 18 min. Made with the co-operation of artist Pablo Picasso. Shows the ceramic workers of the town of Vallauris, France, including Picasso himself and other craftsmen. (Franco-American Distribution Center, 972 Fifth Ave., N. Y. 21)

*Van Gogh*. 1953. 17 min. Sale: \$125. Rental: \$15. By means of his paintings, the life of Vincent Van Gogh is followed from his years among the miners in the Borinage, through the period in Paris, his flight to Provence, his madness, and his death. Combines biography with interpretation. (Pictura Films Corp. 55 Tarrytown Road, White Plains, N. Y.)

*La Chèvre de M. Seguin*. 20 min. B & W and Color. Rental by subscription. A dramatization of the story by Alphonse Daudet, featuring a white goat. Narration by Fernandel, read with appropriate Provençal accent. (Franco-American Distribution Center, 972 Fifth Ave., N. Y. 21)

*Antoine Watteau*. 1953. 17 min. Sale: \$125. Rent: \$15. Shows how the paintings of Antoine Watteau reflected the elegant French court life of the early 18th century. (Pictura Films Corp., 487 Park Ave., N. Y. 22)

*Paul Gauguin*. 1953. 13 min. Tells the life of the artist by means of his paintings. The narration is based on direct translations of his letters, journals, and other writings. (Pictura Films.)

*Paris*. 12 min. Sale: \$50. Provides an accurate and interesting introduction to France's best-known and best-loved city, giving a feeling of the city and the people who live and work in it. Scenes of the most famous spots and attractions. Recommended for upper grades, secondary school and college. (Young America, 18 East 41st St., N. Y. 17)

*Earrings of Madame de . . .* 1954. 105 min. Apply for rental. Based on the novel by Louise de Vilmorin. Starring Charles Boyer, Danielle Darrieux, and Vittorio de Sica. (Trans-World

Films, 2209 East 75th St., Chicago 49, Ill.)

*Modern France: The Land and the People*. 12 min. Color: \$110; B & W: \$55. A wealth of material is to be found in this dramatic picture of French life. Audiences will see the France of today, with scenes of the country as well as scenes from the cities. (Coronet Films, 65 E. So. Water St., Chicago 1, Ill.)

#### Germany:

Three musicals: 1954. 10 min. each. B & W: \$68.75; Color: \$137.50. *Beethoven and His Music*, *Mozart and His Music*, and *Schubert and His Music*. Each one of these films emphasizes the special characteristic of the composer against a background of the cities where each acquired fame. (Coronet Films, 62 E. So. Water St., Chicago 1, Ill.)

*Air of Freedom*. 1951. 20 min. Free-Loan. Shows the rebuilding of Germany, the construction of the fairgrounds, and the 1951 Berlin Trade Fair. (U. S. Foreign Operations Administration, Washington 25, D. C.)

*Heidelberg*. 1954. 10 min. Sale: \$25. Rental: \$1.50. Highlights of the university town including the old castle, the university, and the castles and vineyards of the adjacent Neckar Valley. (Fleetwood Films)

*Goslar*. 1954. 16 min. Sale: \$50; Rent: \$3. Scenes in the town of Goslar and the Hartz Mountain area of Germany, the old mining town of St. Andreasburg, the world-famous "Hartz warbler" canaries, and the apiary at Hertzberg where only queen bees are bred. (Fleetwood Films)

*Revolt in Berlin*. 1953. 8 min. Rent: \$1. Scenes of the striking workers of East Berlin on June 17, 1953 as they burn police records, pull down the Russian flag, and shout defiance at their communist oppressors. (Am. Federation of Labor, 1625 Eye St., N. W. Washington 6, D. C.)

*Let Us Live*. 1953. 19 min. Portrays refugees and displaced persons entering West Berlin. Explains steps being taken to receive and rehabilitate these people, and gives their reasons for emigrating to western Germany. (United World Films, 1445 Park Ave., N. Y. 29)

*Reunion in Berlin*. 1952. 25 min. Free-Loan. Shows "church day" in Berlin attended by 300,000 persons from both East and West

Germany. Food, clothing and supplies provided by Lutheran World Action were distributed before and after the meeting. (Lutheran-World Action, 50 Madison Ave., N. Y. 10)

*Gateway to the Tyrol*. 1954. 10 min. Sale: \$25. Rent: \$1.50. Scenes in the rich farmlands of Southwest Germany. Shows farmers at work using methods of their ancestors. Includes a visit to the ancient fortress town of Lindau. (Fleetwood Films)

*Brothers Karamazov*. (*Der Mörder Dimitri Karamazov*.) 1931. 95 min. Apply for rental rates. A skillful adaptation of Dostoyevsky's immortal novel to the screen. (Trans-World Films)

#### *Italy:*

*Italian Kitchen*. 1954. 18 min. Sale: \$50; Rent: \$3. A visit to an ordinary kitchen in a picturesque Italian town for a lesson in Italian cooking. Here the Italian housewife prepares typical Italian dishes including spaghetti and sauce, ravioli, minestrone soup, gnocchi, fritto misto, etc. (Fleetwood Films, Inc., 10 Fiske Place, Mount Vernon, N. Y.)

*Florence*. 1954 16 min. \$50; Rental: \$3. A general survey of the city showing famous buildings, straw market, silver workers, leather workers, etc. (Fleetwood Films)

*Wings to Italy*. 1953. 30 min. Color. Points of interest to the tourist in Italy are seen as a young couple reminisce about their vacation trip. Includes Rome, Vesuvius, Pompeii, Capri, Pisa, Siena, Florence, the Dolomites and Venice. (Pan American Airways, N. Y., Chicago, and other cities.)

*Renaissance Intrigue*. 1949. 20 min. Lease apply. An excerpt from the feature film "Prince of Foxes" produced by 20th Century Fox. The struggle between Cesare Borgia and the independent principality of Città del Monte is portrayed in a fictional incident, using authentic costumes and settings of the Renaissance in Italy. (Teaching Film Custodians, 25 W. 43rd St., N. Y. 36)

*Cuore*. 90 min. Based on the novel *Cuore* by Edmondo De Amicis, with Vittorio De Sica who plays the leading role. Apply for rental rate. (Trans-World Films, 2209 East 75th St., Chicago 49, Ill.)

*Christ Did Not Stop at Eboli*. 1952. 20 min.

*Free-Loan*. Shows the work of the Union for the Struggle Against Illiteracy to improve the conditions in Southern Italy depicted in the book "Christ Stopped at Eboli" by Carlo Levi. Activities include the training of teachers, as well as cultural, educational and relief work. (American Friends Service Committee, 20 S. 12th St., Philadelphia, Pa.)

*Italian Vista*. 1954. B & W. Sale: \$50. Rent: \$3. Produced by British Foundation Pictures. A study of the people of the South of Italy, beginning with the skilled artisans of Naples. The problem of overpopulation is emphasized in scenes of southern Italian cities, towns and villages. (Fleetwood Films)

*Mediterranean Island*. 1954. 16 min. B & W. A tour of the island of Sicily, includes scenes in Palermo, the raising of fruits and vegetables, and historic ruins and temples. (Fleetwood Films):

#### *Spain*

*Loyola. The Soldier Saint*. Feature film 1 hr. & 33 min. Produced in Mexico by Producciones Calderón. Rental varies (around \$60). Sound track is in English. A dramatization of events in the life of St. Ignatius of Loyola, founder of the Society of Jesus. (Simpex Religious Classics, Inc., 1564 Broadway, N. Y. 19)

*Castle in Seville*. 1954. 14 min. Sale: \$75; Rental: \$7.50. Highlights from Mozart's *Don Giovanni*. Sung by the Vienna Opera Co. (Hoffberg Productions, 362 W. 44th St., N. Y. 18)

#### *Latin America:*

##### *Brazil:*

*Rio de Janeiro*. 1953. 13 min. B & W: \$50. Color: \$100. Jointly sponsored by Burton Holmes and Bill Park Films. Scenes in the city including a typical Brazilian kindergarten, a modern skyscraper, the shopping district, the docks, botanical gardens, and recreational pursuits of the people of Rio. (Park Films, 228 N. Almont Drive, Beverly Hills, Calif.)

#### *Chile:*

*Fishermen of Quintay*. 1954. 10 min. \$32.50; Rental: \$2.50. Shows how the fishermen of a village on the coast of Chile are assisted in forming co-operatives, to help them sell their fish

and buy supplies, by the United Nations Fisheries Expert from the Food and Agriculture Organization who was familiar with the successful co-operatives among the fishermen of his native Denmark. (United Nations, Film Division, New York City)

*Guatemala:*

*Republic of Guatemala.* 22 min. Color. Available both in Spanish and in English narration. Recommended for elementary and high schools. Shows the culture, customs and manners, history and geography of the people of Guatemala. (International Film Bureau, 57 East Jackson Blvd., Chicago 4, Ill.)

*Mexico:*

*Mexican Popular Arts.* 10 min. Color. Sale: \$100; Rental: \$7.50. Folk arts as reflected in figurines, masks, and paintings produced for popular consumption. (Brandon Films, Inc. 200 W. 57th St., N. Y. 19)

*Pre-Columbian Mexican Art.* 20 min. Color. Rental: \$15. The art of Mexico from the first traces of civilization. Shows and explains the cultural significance of ceramics, figures, masks and stones created by the artisans of the pre-Columbian civilizations. (Brandon Films)

*Maya Through the Ages.* 45 min. Color. Sponsored by United Fruit Co. Free Loan, through Princeton Film Center, Princeton, N. J. This is the pictorial story of the Maya of northern Central America and southern Mexico.

Progressive Pictures, 6351 Thonhill Drive, Oakland 11, Calif., a very progressive organization, indeed, has for sale (\$50) or for rent (\$2) no fewer than eight very significant films, all eight black and white, 11 minutes of duration, dealing with various aspects of Mexico. All eight are available with Spanish narration, in addition to English versions. They were all prepared with the cooperation of the Mexican government. Their titles are self-explanatory, but inquiries are welcomed by the firm: *Climate and Resources, Education and Health, History and Government, Home and Family, Industry and Commerce, People of Mexico, Travel in Mexico, Workers of Mexico.*

*Song of the Feathered Serpent.* 1954. 22 min. Color. Free-Loan. A dramatic documentary on

the spirit of Mexican Indian culture from the Toltec, Mayan, and Aztecs to the present. Sponsored by P. Lorillard Co. (Alan Shilin Productions, 450 W. 56th St., N. Y. 19)

*Architecture, Mexico.* 22 min. Color (\$175), B & W (\$90). A most fascinating film in Spanish or English versions, supervised by Professor Oscar M. Jiménez. The Spanish dialogue is intended for fifth semester or more advanced use. The speed of the dialogue and the unusual subject matter of the film make this motion picture an excellent teaching aid for the advanced student of the language. A printed vocabulary as it appears in the film is available, listing those words which would normally be looked up by the average Spanish IV student. (Allen-Moore Productions, Inc., 7936 Santa Monica Blvd., Hollywood 46, Calif.)

*Mexican Village Family.* 16 min. Color. Spanish narration version also available. Especially designed for elementary social studies and geography, and secondary foreign language classes. Depicts a Mexican family living in a typical village and illustrates the simple means by which these people meet their basic needs by farming and the practice of home crafts. Narration is in the first person and the scene is in Santiago de Tlacoctepec, a village some sixty miles from Mexico City. (Paul Hoefer, 7934 Santa Monica Blvd., Los Angeles, Calif.)

*Mexico: Geography of the Americas.* 1955. 11 min. B & W and Color. (\$55; \$100). Especially prepared for geography and social studies classes under the direction of Prof. Donald D. Brand, of the Univ. of Texas. Intimate glimpses of the farmers, miners, cattle ranchers, factory workers and city dwellers of Mexico, and the relationship of these occupations to the varied geography of their country are shown. These form the basis of this film designed to create a fuller understanding of the closest southern neighbor of the United States. Scenes on Mexican history and current events near the end of the film will stimulate class discussion. (Coronet Films, Chicago, Ill.)

*Panama:*

*Panama: Crossroads of the Western World.* 10 min. Color: \$110; B & W: \$55. The importance of the Canal in modern times, the early history of the isthmus since the first Spanish explorers

arrived there. North American influence, products, climate, people, races. (Coronet Films) seven models of tractors. Film available free loan.

#### Miscellaneous:

##### FREE FILM GUIDE

The 1955 Educators Guide to Free Films is now out (Educators Progress Service, Randolph, Wisconsin; \$6). The new, 15th Annual edition lists 3,009 titles of free motion pictures, 732 of which have not been listed in previous editions. Reprint of *Good Fortune*, introduction to above and a valuable piece of advice on films and visual-aids in general, is available free by writing to the publishers.

##### NARRATION CONVERTED IN CHOICE OF 27 LANGUAGES

The newly formed company, Interlingual-International, Inc., Carmel-by-the-Sea, California, provides new sound track in 27 languages. Translation from originals in English for only \$575 per language per film. Such diverse languages as Finnish, Japanese, Yugoslav, Turkish, and others can be translated. All translators and narrators are native-born to their respective language.

#### Europe:

*Air Adventure to Europe*. 30 min. Color. Free-Loan. An unforgettable tour to European cultural and historical highlights and how it could provide credits toward college degree. (Institute of Visual Training, 40 E. 49th St., N. Y.)

#### California:

*Mission Life*. Color. Rent: \$4.50. A padre of Spanish California, writing in his diary, narrates some of the Indians' daily activities at the mission. Adobe is mixed and molded into bricks, candles are made, wheat is threshed, winnowed and pounded into meal, corn is cultivated and prepared for tortillas. (Bailey Films, Inc. 6509 de Longpre Ave., Hollywood 28, Calif.)

##### INDUSTRIAL FILM IN FOUR LANGUAGES

*Seven Keys to Power*, is a 25 minute color film made for Massey-Harris, of Racine, Wisconsin, with sound track in French, Spanish, Portuguese, and English. The film demonstrates

##### BIBLE FILMS IN SPANISH

Bible films in Spanish are being prepared by Mary Ellen Smith of Marion College, Marion, Indiana. They are to be silent films, with titles in Spanish, Portuguese, and various Indian languages.

##### NEW FILMSTRIPS

#### Europe:

#### France:

*France*. 1952. 57 frames. Color. \$6. Photographs of Paris, the industries of France, and the pastimes of people in French cities. Also scenes of the livestock and dairy industries, and the cultivation of grain, flax, vegetables, and flowers. (Encyclopaedia Britannica, Wilmette, Ill.)

*Le Château de Versailles*, 1952. 41 frames. Captions. \$3.50. With script. Produced in France. Pictures the palace and scenes of Louis XIV promenading in his gardens surrounded by members of the court. Shows courtiers in their costumes of the period enjoying la fête des fruits; Louis XIV playing billiards, going to Mass, receiving Jean-Baptiste le Grand Condé and Molière. (Gessler Publications, Hastings-on-the-Hudson, N. Y.)

*Basque Country*. 33 frames. Color. \$6. Scenes from both sides of the Pyrenees-Southern France and Northern Spain. Includes dancing, beach scenes at Biarritz and a side trip to Lourdes. (Gessler)

*La Vie des Pêcheurs*. 45 frames. Rent: \$75. Captions. Titles in the French language. Pictures the life of the French fishermen. (Franco-American Distribution Center, 972 Fifth Ave., N. Y. 21)

*Vieilles Coutumes*. 45 frames. Rent: \$75. Captions in French. Pictures old customs in France. (Franco-American Distribution Center)

*Home Life in France*. 41 frames. Color. \$6. Captions. Family life in Brittany, with scenes of farming and the fishing industry, religious ceremonies, and customs of the people. (Popular Science Publishing Co., Audio-visual Division, 353 Fourth Ave., N. Y. 10)

*Promenade dans Paris.* 35 frames. Color. \$6. Captions in French. Takes one from the Café de la Paix on a lively stroll around the fashionable parts of Paris, to the Tuilleries gardens, the tomb of the Unknown Soldier, along the Seine to the Left Bank, the Ile de la Cité and finally up to the roof of Notre Dame. (Gessler)

*Daumier and His Prints.* 27 frames with captions. Color. \$4. Art works illustrate scenes from the life of the 19th century French artist. A number of his paintings and political cartoons are reproduced. (Eye Gate House, Inc. 2716 Forty-First Ave., Long Island City 1, N. Y.)

*Paul Cézanne.* 24 frames. Color. \$4. Captions. Artists of Many Lands and Many Times Series. Reproduces many of the paintings of the French impressionist. Art work illustrates scenes from his life. (Eye Gate)

Gessler Publishing Co., Hudson-on-the-Hudson, N. Y., distributes first class filmstrips based on French literature. The following Fables de la Fontaine retail for \$2.75, black and white with captions: *La cigale et la fourmi*, *Le héron*, *Le lion devenu vieux*, *Le renard et les raisins*, *Le lion e le rat*, *La colombe et la fourmi*, *La grenouille qui veut se faire aussi grosse que le boeuf*.

Gessler also has available the following strips, made in France, with French captions, at \$2.75, about 34 frames each: *La farce du Cuvier*, *La farce du pâte et de la tarte*, *Gros navel*, *Le paysan médecin*, *Les trois ours*, *Voici la maison que Pierre a bâtie*.

#### *Italy:*

*Modern Venice.* 21 frames. Captions. Color. \$3.95. Presents the city with its heritage of Renaissance art and architecture, and its boats and gondolas for transportation of people and merchandise through the many canals. (Curriculum Films, Inc., 10 E. 40th St., N. Y. 10)

*Italy.* 44 frames. Captions. Color. \$6. Scenes of ports and other cities, industries, farming, and historical buildings (Popular Science Publishing Co., 353 Fourth Ave., N. Y. 10)

*Italy.* 29 frames. Captions. \$3.50. A photographic story of a farm family near Florence, into which are woven the basic themes common to the daily life of all mankind. (Young America Films, 18 E. 41st St., N. Y. 17)

*Italy.* 1952. 54 frames. Color. \$6. Photographs of the farming land along the Po, of manufacturing centers such as Turin, and of ancient monuments in Rome, Pompeii, Vatican City and other cities of Italy. (Encyclopaedia Britannica)

*Golden Age of Italy.* 21 frames. Captions. Color. \$3.95. Shows the richness of the Renaissance in art and architecture, and its importance not only to the Italians but to all the western world. (Curriculum Films)

*We Visit Italy.* 23 frames. Captions. Color. \$4. Scenes of the people, buildings, industries, kinds of work, and points of interest. Includes Rome, Milan, Naples, Genoa, Turin, Venice and Monte Cassino. (Eye Gate House, 2716 Forty-First St., Long Island City 1, N. Y.)

*Home Life in Italy.* 37 frames. Captions. Color. \$6.00. The life a family living in a rural section. Shows the hilly farm country, vineyards, churches, and describes the home activities of the people. (Popular Science)

#### *Portugal:*

*Portugal.* 56 frames. Color. \$6. Photographs of Lisbon, Oporto, and the fishing village of Nazare. Includes a description of the crude methods used in cultivating wheat, grapes, olives, and figs, with scenes of workers stripping bark from cork oaks for use in the commercial cork industry. (Encyclopaedia Britannica)

#### *Spain:*

*Spanish Children.* 86 frames. Captions. \$3. Portrays a day in the life of the Sánchez family on a Spanish farm. Mother and Luisa tend to the household duties while father and Juan take grain to the city market. (Encyclopaedia Britannica Films, Wilmette, Illinois)

*Spain.* 53 frames. Color. \$6. Photographs of the cities, including Barcelona, Cadiz, Seville, and Madrid. Also depicts the Basque country on the northwest coast, the sub-tropical southern and eastern coasts, and Andalucía in the southwest of Spain. (Encyclopaedia Britannica)

#### *Latin America:*

*Central America.* 70 frames. Captions. \$3. Describes physical characteristics of Central America, and major industrial and agricultural pursuits. Suggests evidences of ancient Indian

cultural heritage. Depicts farming and industrial activity. Indicates rapid progress of transportation and economic development. (Encyclopaedia Britannica Films.)

*Democracy's Problem* (Puerto Rico). 50 frames \$3.50. With script. Shows the poverty, disease, famine and illiteracy that exist there. Points out that future hopes lie in government and missions aid to the social, economic and spiritual problems of a depressed people (Film-strip House, 25 Broad St., N. Y. 4).

*Salvador*. 35 frames. Color. \$4. Maps, cities, people, universities, industries, villages (Still-film Inc., 35 S. Raymond Ave., Pasadena 1, Cal.)

*Honduras*. 23 frames. Color. Describes Honduras—its people, location, climate, natural resources, industries and plantations. (Eye Gate House.)

*José Harvests Bananas* (Guatemala). 40 frames. Color. \$6. Art work illustrations present a story based on the daily life of a boy in Guatemala. Intended to give students an understanding and appreciation of the life in other lands. (Eye Gate.)

*Guatemala*. 23 frames. Color. \$4. Shows various scenes of the life of the people and the products grown. (Eye Gate.)

*Argentina, Paraguay and Uruguay*. 54 frames. \$2.50. With captions. Shows natural resources, distribution of populations; views of Buenos Aires. Sequences on Paraguay and Uruguay are very brief, giving some indication of industries and products and views of Montevideo and Asunción. (Stanley Bowmar Co., 513 W. 166th St., N. Y. 32.)

#### *Mexico:*

*Fiesta Day*. 40 frames. Captions. Color. \$6. Scenes of fiesta day and market day at Oaxaca, a Mexican village steeped in Aztec and Mayan tradition. (Young America.)

*Mexico*. 43 frames. Captions. \$2.59. Study guide available for .30. Photographs and a pictorial map show Mexico's customs, culture, clothing, food, occupations, natural resources and climate. (Informative Classroom Pictures, 40 Iona Ave., N. W., Grand Rapids, Michigan.)

*Mexican Journey*. Captions. Color. Three filmstrips, \$6 each. Part I, 50 frames. Mexico City, pyramids, and Puebla, with numerous

scenes along the route. II, 51 frames. Artists in Taxco, sources of livelihood among Indians, and resort city of Acapulco. III. 51 frames. Shows onyx works, Tarascan Indians and their fishing nets, and how they go to market. (Popular Science Publishing Co.)

*Land of Mexico*. 70 frames. Captions. \$3. Reviews geographic and economic aspects of modern Mexico. Portrays physical characteristics of the country and its strategic geographical relation to the United States. Describes natural resources and industries. Depicts Mexican life in rural and urban areas. (Encyclopaedia Britannica Films)

*Land of the Mayas. Yucatán*. 48 frames. Captions. Color. \$6. Compares the life of the people of Yucatán with that of the ancient Mayas who once flourished there; shows Mayan ruins and modern schools. (Popular Science Publishing Co.)

*Story of Christopher Columbus*. 55 frames. \$3.50. Based on the photography by J. Arthur Rank of the same name. Traces the life of Columbus from his boyhood in Italy, his efforts to secure financial aid, his presence in the court of Spain, etc. (Young America, 18 East 41st. St., N. Y. 17.)

*A New World Is Discovered, and Portugal Seeks a New Route East*, are two filmstrips recently announced by Jam Handy of Detroit (2821 E. Grand Blvd.). Write for particulars.

Thirty photographs, 8×10 (\$21), and also 1×14 (\$42), sturdy prints, showing Guatemala, Nicaragua, and Costa Rica. (Hi Worth Pictures, 1499 E. Walnut St., Pasadena 4, Cal.)

#### *Chile:*

*Farming in Chile*. 34 frames. Color. Santiago and the activities of farmers supplying produce to the capital. Comfortable, modern living quarters are shown, and a jeep is used as a tractor, truck and family car. Plowing, irrigation and cultivating are shown. Commentary included. (Russ and Nita Rosene, 720 Skyland Dr., Sierra Madre, Cal.)

*European Explorers Discover a New World*. 1953. 40 frames. Illustrates the forces which caused men to seek new lands. Depicts the work of the principal explorers and the attempts to find a passage through the New

World to riches of the Orient. (Yale Press, 386 Fourth Ave., N. Y. 16.)

*How We Get Our Coffee.* 40 frames. Captions. \$3.50. Stresses the importance of coffee in our national economy and how it has become part of our way of life. The story of a cup of coffee is traced from the harvesting of the coffee berry in Latin America to the grinding of the bean. (Young America, 18 East 41st St., N. Y. 17.)

*South America. A Regional Study.* 9 filmstrips, 24 frames each. Color. Each strip covers a different aspect of Latin America as a whole. Uses maps, pictures, charts to increase interest in what the people of South America are doing. (Eye Gate House, 2716 Forty-first Ave., Long Island City 1, N. Y.)

*Panama Canal, The Story of the.* Rental: \$8. Color. By the means of postal stamps this film traces the history and development of Panama and the Canal Zone from the year 1501 through the building and completion of the Canal. First in a new series "Adventures in Stamps." (Cambridge Productions, 17 East 45th St. N. Y. City.)

*Pan American Partner.* 1954. 60 frames. Sale: \$2.50. Shows strengthening of ties between North America and the United States that is forging a closely knit community in the Western Hemisphere. (New York Times, Times Square, N. Y.)

#### 2X2 SLIDES

Argo Slides Exchange (62 William St., N. Y. 5) has a very complete stock of color slides on numerous attractions and points of interest in France, Italy, Mexico, Spain. Rates, .50 each, or 20 for \$8.95 are most reasonable. One of the best collections on the market.

Pan Am Vistas (141 East 44th St., N. Y. 17) sells sets of 8 slides, together with one complimentary slide of a Pan American Airways Clipper, courtesy of PAA. Sets sell for \$1.95, and cover just about every corner of the world.

Universal Color slides, 235 William St., N. Y. 38, also distributes excellent color slides about Italy, France, Austria, Mexico, and the United States. Sets of 8 for \$1.50.

The well-known photographer Ernest E. Wolfe has issued the fifth edition of his rich catalogue of Worldwide Kodachromes. In it you will find slides of the University City of Mexico

as well as sites and monuments of the remotest places in the world. Latin America is covered thoroughly, and the teacher of any of the major foreign languages will certainly find slides never seen before. They are beautiful. Basic price is .50 cents per slide, less in quantities. (Wolfe Worldwide Films, P. O. Box 24698, Los Angeles, Cal.)

"Latin American Slide Collection" is the title of a catalogue available free from the Metropolitan Museum of Art, N. Y. 28. *Famous Paintings* in color slides can be purchased from Voir, 22 E. Elm St., Chicago, Illinois.

#### CLEANABLE RELIEF MAP

Aero Service Corp., 68 Post St., San Francisco 4, Cal., is preparing worldwide aerial color maps on heavy vinylite plastic, which can be marked freely with ink or crayon, then cleaned easily. Venezuela has already been prepared, in addition to California, New Jersey, and other regions.

#### ON RECORDS

*Cyrano de Bergerac.* Capitol Record No. S 283, 12" 33 rpm. No price given. José Ferrer gives the student of languages, art and literature an exciting experience in auditory participation in this recording.

*El torito.* Capitol No. CAS 3194, 78 rpm. Don Wilson tells a cute, little story about seven little torreadores, who have their adventure with El Torito, who is a little bull-calf looking for playmates. The story is told to Music from Carmen. Appealing and interesting to lower grades.

*Sounds of South American Rain Forest.* 12" LP, 33½ rpm. Records the sounds of animals and natural sounds and noises during the dry and rainy seasons in different sections of South America. (Folkways FP X, 120.)

*Argentina Folksongs.* 33½ rpm. Sung by Octavio Corvalán. With English translation. Includes examples of Christmas songs, the epic story, and the Gate, a popular dance. (Folkways FP 810)

*Six Spanish Zarzuelas.* 3 12" LP records, which include *La bruja* and *La revoltosa*, both by Chapi; *Gigantes y Cabezudos* by Caballero; *El caserío* by Guridi; *Alma de Diós* by Serrano, and *La caramba*, by Torrado. (Columbia records.)

## TO EUROPE AND SOUTH AMERICA VIA RECORDS

Wilmac Recorders (921 East Green St., Pasadena 1, Cal.) are the producers and distributors of a new series of three 33½ rpm. (Long Playing), vinylite records, entitled "Circling the Globe with . . ." each in Spanish, French and German. Reports received from users throughout the country and experiments conducted by the three language groups in our institution definitely corroborate the expectations of the producers of these records. They are unique in their approach to the understanding of the spoken language of the respective countries concerned; the recorded voice is clear and distinct.

These records transport the listener to another part of the world where one listens to an intimate chat by a native, spoken in his own everyday language. Each speaker uses his or her own peculiar local or regional intonation and even distinctive regionalisms. This is the living language that both teachers and students alike should be interested in, not the stilted, academic and frequently pedantic language often found in textbooks. The choice of words and idiomatic expressions, naturally, varies from one section of the country to the next in each record, for the young speakers speak the language of their daily life. For this reason the records are of the utmost value, for not only will the listener gain proficiency in understanding the spoken language, as it is spoken in good usage in actual conversation, but he will also gain from the narrators valuable information concerning the culture, customs and daily life in these faraway places.

The narrators in each of these three records are all students who have been asked to give their impressions of their respective city, interesting customs and other bits of cultural information, together with a few facts of the speaker himself. Each record is about fifty minutes' duration and sells for \$5.95.

The Spanish record visits six different Spanish-speaking countries in which eight narrators take part. Three distinct regions of Mexico are covered: Piedras Negras, near the border of Texas, Guadalajara and Mexico City. Other

cities and countries visited in this record are: Havana, Guatemala City, San Miguel (Salvador), Cali (Colombia), and Potosí (Bolivia).

Six young German students also speak directly to the listener in the German record about their city and daily life. They use High German in their everyday, down-to-earth language heard in the various sections of the country. The cities visited by this recorded method are: Darmstadt, Magdeburg, Berlin, Mannheim, Freiburg, and Vienna, Austria. Some slight differences in pronunciation are noticed, but perhaps less than in the Spanish and French records. Perhaps a slight touristic touch is perceived here, which, however, should not be construed as unethical publicity for one's city or region; yet it is more noticeable than in the two other records.

Students taking part in the French record are from and speak about Dijon, La Lorraine, Angers, Quartier Latin, Paris, Saint-Gervais-les Bains, and Nice. The Parisian student speaks of his life at the Sorbonne and enlivens the conversation with his picturesque chat about the Latin Quarter. Also interesting is the description of a ski trip across a glacier told in great detail by Christiane Dubois, who lives in St. Gervais. Whereas the Spanish record speaks more of the life, customs and people of the cities visited, the French has, in addition, more historical information, all brought out casually and in an interesting way.<sup>1</sup>

JOSE SÁNCHEZ

*University of Illinois*

<sup>1</sup> Since the foregoing review was written, the following new releases are announced as available for the latter part of 1955:

*Italian.* This record contains talks of exceptional interest by students from Northern, Central, and Southern Italy. CGS 104.

*Spanish Vol. II.* Selections from South America and from Spain. Descriptions of school life, of sports, vacations and fiestas make this of great worth to students of the Spanish language and customs. CGS 105.

*French Vol. II.* Students from Avignon, Biarritz, the Basque country, and other regions of France, talk about their lives and activities in beautifully clear, informal French. CGS 106.

*German Vol. II.* Mountain climbing, student life, and descriptions of historic buildings in Germany make this record a must for the student of German. CGS 107.

## Notes and News

### Phi Sigma Iota

At its triennial national convention held in April at Indiana University, Phi Sigma Iota, Romance Languages Honor Society, established an annual scholarship of \$150 to be awarded to a deserving undergraduate member of the Society. The sum of \$500 is also granted every three years for graduate study in the field of Romance Languages. This latter award is known as the Henry Ward Church Memorial Scholarship, established in 1939 in memory of Professor Church who founded Phi Sigma Iota at Allegheny College in 1922, and who became its first national president.

A member of the Association of College Honor Societies, Phi Sigma Iota now has forty-seven chapters throughout the country. Elected to serve as national officers for the triennium 1955-58 are: president, Dr. Pauline Ihrig, of The College of Wooster; first vice president, Dr. Donald A. Murray, Beloit College; second vice president, Dr. Rita May Hall, Texas Christian University; executive secretary (reelected), Dr. Anthony S. Corbiere, Muhlenberg College, Allentown, Pa.; treasurer, Dr. William F. Smith, Tulane University.

### New Aural Tests

Encouraged by the success of efforts to measure the student's ability to understand French as spoken, the College Board's committees in Spanish and in German decided to develop similar tests. These have now been carefully pre-tested and will be ready for use in September, with two forms of each test available. One form of each test was in fact ready for use in the May 1955 administration of the language tests of the School and College Study of Admission with Advanced Standing. (Still another test of aural comprehension in French, similar in character to the College Board test, will be ready this fall for release by the Cooperative Test Division of ETS.)

In the case of each language, the test questions will be presented on a tape recording, with various alternative responses to each question appearing in the accompanying

test booklet. The student will select the correct answer to each question from among the alternatives provided in the booklet, and record it on a separate answer sheet in the usual fashion. For example, if the question on the tape is: "*Que dit-on à une jeune fille à qui on vient d'être présenté?*" the student will find five alternative answers in the test booklet: *Merci, Mademoiselle; S'il vous plaît, mademoiselle; Pardon, mademoiselle; Je suis enchanté; mademoiselle;* and *Au revoir, mademoiselle.* The aural comprehension tests have tried to focus on realistic conversational situations. Particular care has been given to making sure that the stimulus materials are of excellent quality—to the point where professional actors, natives of France, Germany, Spain, or Latin America, as the case might be, have actually been employed to make the recordings.

### From a Recent Letter to the Editor

In regard to those years spent in Europe, whatever the discouragement, they at any rate have provided much thought and experience as to the where and why of Education . . . points we are apt to lose sight of under the routine stress of teaching irregular verbs. As to language study in particular, it is deeply painful for me to realize what little prestige it has in the minds of American educators and administrators. And yet no one cause has contributed to poor work in Europe during the last five or six years as downright ignorance of language and European life. I must say that much of this lack of prestige is the result of a sort of inferiority complex. "Big shots" who cannot function because of a

language barrier, very rarely admit the evidence. They simply put everything into the hands of an "interpreter" who soon must be an educator and everything else, while the American expert seeks refuge in the paper work of his office and the internal politics which are the plague of all organizations.

I think that our language teaching and curricula have been much to blame for this. Somehow it has not been made a living part of everything else that is studied . . . in an age where the intrinsic prestige of the "humanities" is little maintained—rightly or wrongly—which is another problem.

### To Prospective Students of Science

In a current folder sent to prospective students, the Massachusetts Institute of Technology states that it does not require proficiency in any foreign language for admission. On the other hand, it does insist that the knowl-

edge of foreign languages is always desirable and frequently essential for the future scientist and engineer.

The folder continues: "It is true that many practicing engineers in this country, for example, those concerned

with construction, industrial production, management, accounting or domestic marketing, as these activities relate to technology, have little or no professional need for a foreign language. On the other hand, those whose work involves research or design problems of a fundamental nature need to be in constant touch with developments in other countries. Most scientific and technical reports, periodicals, and other documents, including patents, are not available in translation. It follows that at least a reading knowledge of several foreign languages is important for the research scientist or engineer.

The study of foreign languages should, in general, commence as early in life as possible. There is no substitute for the instinctive ease of colloquial speech which comes from childhood association with a spoken language. For those who lack this opportunity, the next best expedient is the study of language in secondary school. Here, again, it is well to start as early as possible; for the crowded curriculum of college leaves little time for elementary language study. Languages like Russian, however, which are not at present widely offered at the lower school levels, can be profitably studied in college, where at least a reading knowledge sufficient for use in specialized fields can be gained in the short time available. . . .

There is no quick and easy answer to the question: "What language shall I study?" The answer must take into account the individual student's tastes and interests, the educational opportunities available to him, and his probable future field of work. Perhaps the most helpful approach to the question would be a brief discussion of the languages which are likely to be important to a future scientist or engineer.

**GERMAN.** There is in German a large backlog of scientific literature to which access is important for the research worker. Many scientific reports from the countries of Central Europe and Scandinavia have been published in German. The language has therefore a significance which goes beyond the contributions of Germany itself. Moreover, German science is now awakening once more. The number

of scientific periodicals is growing, and valuable books in several fields have appeared since the war. The free zone of Germany is once again making its expected contribution to western civilization.

**FRENCH.** In general the French are at their best in treating the sciences in their pure or theoretical aspects. In many of these areas, French thought is preeminent and French is a scientific language of importance. There also exists in French, as in German, a considerable backlog of scientific literature, particularly in biology, mathematics, physics, and chemistry.

**RUSSIAN.** The position of Russia as the dominant power in eastern Europe and Asia indicates that this language will increase in general currency as well as in scientific use. In some fields such as Aerodynamics, Chemical Engineering, Metallurgy, and sections of Mathematics, current publications are second in importance only to English. Inability to keep abreast of Russian developments is a severe handicap. America needs many more men trained in reading technical Russian, not to mention the equally great need of competent speakers of that language.

**OTHER LANGUAGES.** Looking ahead to the probable future complexion of the world, it appears that Japanese and Chinese will assume much greater importance for Americans than they have now. Italian, Spanish, Scandinavian, and other languages may be of interest to scientists in certain special fields—for example, Norwegian for meteorology. . . .

The choice of a foreign language is not one which can be made on the basis of generalized or arbitrary advice. It should rather depend on the student's best estimate of his own capabilities and interests and his probable future work, subject always to the educational opportunities open to him. A great philosopher and critic once remarked that one should not own anything which he does not know to be useful or believe to be beautiful. Likewise, it may be argued that the study of a language should be undertaken only if it has a use, existing or probable, or if it brings satisfaction and enjoyment."

### *As Maine Goes, . . .*

Six Maine schools will begin to teach French in the elementary grades this fall as a result of efforts by the University of Maine Department of Foreign Languages to have the study included in grade school curricula.

Three summer seminars at the university, with grade-

school-age children studying under Alex Szogyi of Yale University, have shown that young children, because of their natural desire to imitate, learn languages more easily than adults or high school age students.

### *A Visit to Several Classrooms*

Whatever may be our objectives as teachers of foreign languages, we should define them more clearly for the sake of our public, our students, and ourselves. Thus we could avoid a great deal of misunderstanding, disappointment, and unwarranted criticism. But first we must formulate them in our own minds.

Under the sponsorship of the Fund for the Advancement of Education, I recently had the opportunity to visit the modern language departments of five colleges and universities where I endeavored to discover the basic objectives of their language teaching programs. Everywhere I was cor-

dially received and given the run of the department. I hope that I shall not be accused of ingratitude if I record a few adverse impressions along with the favorable ones.

From 1921 until the outbreak of World War II, and largely as a result of the Coleman Report, the primary objective of most of our foreign language classes was a reading knowledge. One naturally asks what has happened to those advantages that are believed to accrue from the acquisition of a reading knowledge. It is claimed by many who now stress the aural-oral approach that the ability to read a foreign language can be gained more quickly by this method

than by the traditional grammar method; that neither the mental discipline nor the building of a frame of reference for one's own language is lost; that students trained in the aural-oral way are equally ready to tackle the reading knowledge examinations required for advanced degrees; and that they have, in addition, a sense of accomplishment and a taste for the language that traditionally trained students seldom achieved.

Although the language departments of the schools which I visited place major emphasis on aural comprehension and oral competence, their explicit aims differ to a considerable degree as do their methods of attaining them. At Yale, first and second-year students are divided according to whether or not they desire to concentrate on the oral or reading and writing objective. In the case of the former, the classwork is almost exclusively aural-oral. Guided by the teacher, who does not use one third of the time himself, the students bandy back and forth phrases and sentences out of their books, work that had been prepared orally at home and which involves a great deal of repetition. The vocabulary is strictly limited and every grammatical point is dwelt on at length. The students seemed to enjoy the ease with which they tossed sentences at one another both with open and with closed books. I had the impression that at the end of the lesson they did not know much, but what they had learned they did know well. These students used the language laboratory machinery at their own discretion and without scheduling; apparently the amount of time per student varied enormously.

At Columbia, where the emphasis is at the discretion of the instructor, I observed an amusing class in which the objective seemed to be exclusively the acquisition of vocabulary. The teacher, a Frenchman, talked French for the entire period, absolutely as fancy dictated, but entertainingly. From time to time he noted on the board a new word that he had used, or asked someone in the front row to write it. Once he invited the class to join him in a song. Now and again he asked a question and helped the student to answer it—or supplied the answer himself. He frequently gave the etymology of a word he used, and offered bits of supporting evidence in Greek and Latin. The class smiled politely.

At Cornell the objectives are clearly stated: during the first two years, the students are expected to learn to understand and to make themselves understood in the major language. They learn also to read, but nobody expects them to be able to write a sentence until the third year. The course outline is prepared in advance by the Head of the Department and every instructor teaches in every section every day exactly what the outline prescribes. Some teachers do not particularly enjoy this rigidity. In the lecture periods, where there are fifty students, all the grammatical difficulties are supposedly dealt with by the American-born linguist, who also discusses the linguistic structure of the language.

Personally, I felt that the linguist whom I heard was making the first conjugation frightfully complicated, but it may be that I am prejudiced against the linguistic approach. Some of the French and Spanish conversation classes were quite lively and enjoyable. The students repeated after the teacher sentences from a natural conversation in their books, first with books open and then with books closed.

Then from memory they questioned and answered each other. The third step was a dialogue invented by the students, either prepared by a group in advance, or impromptu after a few moments of consultation, using the vocabulary of the lessons. Sometimes the teacher herself took one of the roles. The students really did succeed in producing conversation, even those who had been studying the language only for two months. However, I was a bit alarmed by the errors that were overlooked. Evidently the teachers had been warned not to stop the flow of the student's eloquence and as a consequence were waiting until it stopped of its own accord before attempting a correction. It seemed that by this time the mistake was often forgotten.

There is no doubt about it, the students do learn to talk by this Cornell method: they forge ahead and communicate and nobody worries overmuch about tense or agreements or accuracy of pronunciation. A reading class there made up of students who had had eight hours work for one year plus three hours of this reading class from September until the end of March prepared ten pages of *Atala* without apparently encountering any difficulties in the language itself, and they proceeded to express in French their opinions about the author and his work under the guidance of a charming French girl. They could read and they could talk, but they could hardly write. But perhaps that is not important for most of our students.

At Purdue, an institution primarily devoted to engineering and agriculture, it is felt that the specialized nature of the training offered requires them to concentrate on imparting the skill of reading. They are convinced that this skill can best be acquired by the use of their well-equipped electronic language laboratories. In these the students hear and practice the sounds of the language and thus learn to read more efficiently than they would if only the printed words were available to them. Other interesting work is being done here with language films and slides made in Europe by professors on leave. These films and slides are intended not only as morale builders but as integral parts of the classwork to be used with an accompanying text. Perhaps this is one aspect of the new era in language teaching.

At Middlebury Monsieur Marty has the most sharply defined objective of all: to teach the students to "carry on fluent conversation with French natives." This is a tall order and M. Marty works many long hours a week at it, although he admits to no more than forty. For the first eight months his class of a chosen fifty with high language aptitude and a knowledge of Latin and/or Spanish do not see a word of written French nor any sort of bridge between the spoken and the written word such as phonetic transcriptions. All the work is exclusively aural-oral. During this time he expects to perfect the pronunciation of his students to the point that they can learn to spell easily during the month of April by applying rules and exceptions or orthography. The fallacy here, to my mind, is that while they do learn to pronounce very creditably, they still do not pronounce sufficiently well *by themselves* to spell accurately from sound. Furthermore, the rules of French orthography are so complex and accompanied by so many exceptions that in the end one learns to spell almost every word individually anyway. I realize that there is a great discrepancy between the sound of the spoken language and its appear-

ance on paper and that introducing the beginner to both spoken and written language at once is certainly very confusing, but I still feel that it is unwise to limit students' avenues of learning to his ears and mouth. Surely what he sees and what his hand writes ought to reinforce what he hears and says. M. Marty says that if a student listens with the script before him he watches the script, but in my opinion he does not truly listen.

I am bound to admit that the students in M. Marty's special second-year class, that is, those who have had a year of the training just described, have a remarkable ability to understand rapidly spoken French. I listened to a newscast that he had caught by short wave and recorded on tape; there was static and the voice faded in and out and I had trouble with several words. M. Marty had his students listen as often as they wished and take it for dictation from the tape. The dictation that I saw was almost perfect.

It would certainly be an exaggeration to demand such a standard of comprehension unless the majority of the class is going to continue the language and become proficient also in reading and writing it and in the knowledge of the culture of the country. In many colleges and universities where the second year of a language is for ninety per cent of the class a terminal course, I think that this emphasis would be misguided. I suggest that a suitable objective for the first two years of a second language in college might be aural compre-

hension of native speech of educated people spoken at a slightly reduced rate of speed, the ability to express oneself intelligibly on everyday matters, to read the language as painlessly as possible, and to take simple dictation. This would mean leaving the skill of writing in the language for those students who go on to third year work.

M. Edmond Meras in his helpful book, *A Language Teacher's Guide*<sup>1</sup> claims: ". . . to teach a language in all its phases is really not too great a task."<sup>2</sup> I suppose one's acceptance of this depends on the meaning to "to teach." It is, of course, possible to give a little reading, a little grammar, a little aural-oral competence, a slight cultural background, but even M. Meras admits: ". . . to attain the goal set by this objective we must abandon the one-year or two-year limit imposed on language study in some secondary school systems."<sup>3</sup> I believe that until the happy day when a second language is taught from Kindergarten through high school, we teachers of modern foreign languages would be wise to choose with care, and announce, an objective that we can reasonably hope to attain.

DOROTHY B. ASPINWALL

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<sup>1</sup> Harper and Brothers, New York, 1954.

<sup>2</sup> P. 67.

<sup>3</sup> *Ibid.*, p. 71.

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To those acquainted with foreign languages and with the psychologies of foreign peoples it seems incredible that the importance of increasing the study by young Americans of foreign languages . . . should be overlooked or put aside. Such an attitude may indicate the naïve belief that we can somehow induce or force all the other nations of the world to learn and use *our* language. . . . A realization by our young people that English is *not* "the" language (no language is), and that our culture is *not* destined to "dominate the world," is a healthy deterrent to . . . an attitude that beneath the surface is by no means unknown in some American communities. Even a slight knowledge of a foreign culture can help to palliate this condition; a thorough mastery of a foreign language is almost a certain remedy against it.

—HENRY GRATTAN DOYLE

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## Book Reviews

MAUGER, G., *Cours de Langue et de Civilisation Françaises à l'usage des étrangers*. Vol. II. Hachette, Paris. 1955. pp. vi+279. 580 frs. (paper) or 700 frs. (bound).

In the November 1953 number of the *Modern Language Journal* I published a review of Volume One of a book destined for teaching French to foreigners by an all-French method. In this book (Vol. I of a series and bearing the same title as the one now being reviewed) the author stated that sequels to the first volume would appear. The second volume is now available.

This book follows the same plan as the earlier one, and is a continuation of it. Destined for the third and fourth year of instruction by an all-French method, the book is divided into *Troisième Degré* (pp. v-103-thirty-six lessons) and *Quatrième Degré* (pp. 106-211-thirty-four lessons) and is abundantly illustrated by hundreds of photographs of places of interest in France and by drawings accompanying the text. In addition to the exercises in the lessons themselves, there is a section called *Pour la conversation* (pp. 205-211) in which we find questionnaires for use with each of the seventy lessons. Another section called *En France* (Documents) (pp. 214-254) contains a great number of small photos of both places and things of interest (road signs, tax blanks, invitations, songs with music, etc.). The *Tableaux de Grammaire* (pp. 256-274) give an excellent presentation of basic French grammar. There is also an index for the grammar forms (pp. 275-276) and a *Table des matières* (pp. 277-279), both of which add to the usefulness of the book.

This volume follows the same plan as the former one, and continues it. M. Vincent and his family are in Paris, and he makes extensive excursions into the various parts of France, sending articles about his experiences back to his newspaper in Montréal for publication. It is these "extraits" of his "reportages" that form the background of the book and offer a great variety of interesting reading material. There are also many literary selections of wide variety and interest. Everything is, of course, in French.

The general plan of each lesson is the same. The grammar to be taught and learned is given in a box at the beginning of the lesson, the most important items printed in heavy type. Then comes a text in French followed by questions and exercises mainly on the grammar. After a series of lessons (varying from five to seven) there are *Textes Complémentaires*—reading passages of all sorts that can be used in various ways. Certainly the student who learns French from the Mauger series will learn his grammar well and also acquire an excellent over-all picture of France and things French.

To anyone teaching in a situation where an all-French

method could be used, I should not hesitate to recommend the Mauger books. They cannot, of course, replace the grammar texts published especially for use in our schools and colleges, nor are they intended to do so. Published under the "patronage" of the Alliance Française, they are a welcome addition to our many tools for teaching and will fill a need in all schools and classes where they could be used profitably.

WM. MARION MILLER

*Miami University*

PUCCIANI, ORESTE F. *The French Theater since 1930*. Boston: Ginn and Company, 1954. Pp. ix+400.

Here is an editor who has had the courage to publish, as a first text, an anthology of six contemporary plays, full-length, unexpurgated, and still not definitely judged by posterity. The preface of the text points out the need of such a work inasmuch as major French plays of the past twenty years are not available in suitable form to the American student. The essential problem of any anthology is choosing representative authors and significant works. Mr. Pucciani has faced this problem with the aid of distinguished scholars and has, in the opinion of this reviewer, succeeded admirably in resolving the numerous difficulties involved.

The plays finally chosen are *La Machine infernale*, a version of the classical Oedipus legend, by versatile, surrealist Jean Cocteau, whose doctrine of *angélisme* represents the poet as a sort of guardian angel of a world of anarchy and tradition; *La Guerre de Troie n'aura pas lieu*, an original philosophical treatment of the Trojan War, by essentialist, humanist Jean Giraudoux, generally considered the leader of the renaissance of the French theater in the thirties; *Le Voyageur sans bagage*, in which a victim of amnesia "murders" his past, by neoromantic Jean Anouilh, whose tragedy minus the usual rhetoric and eloquence may be said to be that of everyman; *La Reine Morte*, with a fourteenth century Portuguese setting, by 'man-of-the-Renaissance,' misogynist, idealist-realist Henry de Montherlant; *Le Malentendu*, a philosophical allegory of a tragic misunderstanding, by humanist, essentialist Albert Camus, whose philosophy of the Absurd and philosophy of revolt mean that man clearly perceives his existence in a non-human universe and that he may be made free only by revolt; and, finally, *Les Mains sales*, an anti-Communist document of intrigue and murder, by existentialist Jean-Paul Sartre.

Complete master of his material, Mr. Pucciani begins his text by presenting a valuable and telling summary of the contemporary French theater, defining the three main

categories—the *théâtre du boulevard*, the *avant-garde* theater, and the repertory theater or the *Comédie Française*—pointing out the great vitality and original productivity of the present-day French theater, and revealing the importance of outstanding personalities like Dullin, Baty, and Jouvet. Each play is preceded by a discerning summary of the author, his place in the complicated fabric of the contemporary literary scene, and the crux of his particular problem. Then, in an expert analysis of the play, Mr. Pucciani figuratively takes the student by the hand and prepares him for the privilege of entering a new thought-provoking realm and treading there with sure feet. The relationship of each play with its sister plays is brought into sharp focus, and the reason for its inclusion in the anthology is adequately defended. The so-called masterpiece of each author is not necessarily chosen. Introducing *le Malentendu*, Mr. Pucciani states in this connection: "Caligula is perhaps the most elaborate and outstanding of Camus's plays. *Le Malentendu* has been chosen for this collection because of its modern setting, and because it offers in brief dramatic form the essential elements of Camus's philosophy." Finally, the play itself, in twin columns on each page, is reproduced with copious notes which obviate the necessity of an end-vocabulary, especially since the text is designed for advanced students.

In more than four thousand footnotes, Mr. Pucciani helps the student with difficult points of French style by means of excellent idiomatic English translations for the most part, gives the meaning of most rare words, comments helpfully on usage (e.g., footnote No. 5, p. 366: "In general, *merci* is used in declining and *s'il vous plait* in accepting"), points out expressions of slang and popular speech, explains literary allusions, makes apt comparisons with other plays, and, perhaps most helpful of all, elucidates the philosophy and deeper meaning of each author, particularly emphasizing the intricacies of existentialism (e.g., in footnote No. 20, p. 392, he writes: "According to the existentialists, all men are born *de trop*. They must create a place for themselves where none exists. This is a condition and a prerogative of man's freedom. That man succeeds is a part of the miracle of living which is the basis of the existentialist's optimism"). Mr. Pucciani almost never indulges in euphemism for the frank word or phrase.

It is significant to note that four of the six playwrights chosen to represent the modern French theater—Cocteau, Giraudoux, Montherlant, and Camus—definitely carry on the classical tradition and prove that Corneille and especially Racine continue to influence contemporary French tragedy. Also, it is interesting to observe the ages of the dramatists chosen: Cocteau—65, Giraudoux—62 (at his death in 1944), Anouilh—only 44, Montherlant—58 Camus—only 41, and Sartre—only 49.

Thus the student is guided by skillful aids through difficult, sometimes dense but always rewarding, dramatic material. The merits of *The French Theater since 1930* are great; this reviewer sincerely hopes that the book will enjoy the success it well deserves: wide adoption as a classroom text and as a reference work for libraries.

There are certain flaws in the text which should be pointed out.

Pages 22-23: In the introduction to *La Machine infer-*

*nale*, the editor repeats almost two columns of the play appearing only four or five pages further on. Even though Cocteau does neatly summarize the action of the play here, a reference could be made to the passage in the play proper in view of the evident effort to economize space—margins reduced to a minimum, omission of cast of characters at the beginning of each play, absence of illustrations.

Page 33: Footnote No. 106, (*Les deux soldats*) *s'immobilisent au port d'armes*, is translated "hold their weapons and stand motionless." A more correct and technical translation would be "stand rigidly at shoulder arms."

Page 34, footnote No. 119: The editor points out that *Pige-moi (ce rapport)* is slang. He adds, "Compare American slang 'dig'." This is not clear. Why not give the translation: "Just cast your eye on this report?"

Page 34: Footnote No. 141 is listed as "41."

Page 37: Footnote No. 181 is listed in the body of the text as "171."

Page 71: *El catela* for *El catela*.

Page 85: In Column No. 1, the sentence "The *forme de fer* is nothing more than their Aristotelian essence, as Sartre would call it, which maintain them in spite of flux and change" should of course have the verb "maintain" in the singular.

Page 109: . . . *on lui substitute* for *on lui substitue*.

Page 119: *Tyrrhoïdes* is not explained in the expression *corps tyrrhoïdes*. The word appears with the same spelling in the 1935 Grasset edition of *La Guerre de Troie n'aura pas lieu*, from which, presumably, Mr. Pucciani's version was taken, but is not to be found in any dictionary which this reviewer has consulted. It is evidently, from the context, a variation of *tyroïde*, which means "resembling cheese."

Page 127: . . . *qu'on couple* for *qu'un couple*.

Page 137: In footnote No. 104, "scar" should read "scarf" (for *écharpe*, rainbow). Perhaps it would have been helpful here to point out that *l'écharpe d'Iris* is a poetic periphrasis for *l'arc-en-ciel*, since Iris herself has just left the scene.

Page 137: . . . *chêne phrygian* for *chêne phrygien*.

Page 139: *Estacade*, jetty or breakwater, is not explained.

Page 160: *Confendue* (footnote No. 84) for *confondue*.

Page 179: *Elle s'est conduit* for *Elle s'est conduite*.

Page 221: *Astrolabe*, though the same in both French and English, needs an explanation in the footnotes.

Page 223: The translation of *poussière d'eau* as "watery dust" (footnote No. 22) is somewhat unfortunate. "Mist" would apparently be a happier choice.

Page 250: Footnote reference No. 24 should follow *Coimbre* and not *le*.

Page 334, footnote No. 9: *Viendront* for *viendront*.

Page 335: *Côté cour* (footnote No. 1) is explained as the "side opposite prompter." A clearer statement would be "on the right side of the stage, from the audience's viewpoint."

Page 390: . . . *je suis sûr* (Jessica speaks) for *je suis sûre*.

At the beginning of several scenes in *La Guerre de Troie n'aura pas lieu* (I, vi and x; II, v and xii), certain characters who appear are not listed. These same omissions occur in the 1935 Grasset edition.

A lack of consistency in using accents with capital letters and several errors of accent were noted (pp. 126, 327, 342).

Why not have footnoted definitions in introductory material of English words like "ambivalence, dichotomy, simulacrum, ontology, phenomenology, ethos"? The student is hardly more likely to look up difficult words in English than he is in French.

And, finally, why not follow the custom of numbering the lines in plays for ready reference to specific passages?

REUBEN Y. ELLISON

*The University of Miami*

KEARNEY, JAMES J. and MARTIN, CATHERINE RITA, *A Conversational French Review Grammar*, Charles Scribner's Sons, New York, 1954, pp. vii+232, vocabulary. Illustrated by Susanne Suba. \$3.00.

As the authors state in their preface, this book is "a coordinated text in which the two elements composing its title—a review of French grammar and a manual of conversation—are treated as a unified whole." Its method is based on the conviction "that at least one-half of French grammar can be learned unconsciously by the person who will plunge, so to speak, into the very midst of the spoken language." One wonders, at the start, which half of French grammar it is that is learned unconsciously.

The part that is to be learned consciously is presented in a set of dialogues "whose subject matter is of immediate use, which places the student in contact with living French." The dialogues are followed by additional vocabulary and a set of nine exercises. They include the conventional translation, questionnaire and completion type. In each lesson exercises, D, E and F treat grammatical matters. They offer analyses, require the formulation of rules, and supply translations as applications of them. Then follow, toward the end of the book, four pages of "nuances de vocabulaire" in which twenty-seven English words are selected (one wonders on what basis many others were excluded), and to them is affixed a variety of French renderings. Finally, a "table des verbes irréguliers" and two vocabularies (French-English, English-French) complete the text.

The dialogues themselves are twenty-four in number. They are the usual, accepted, if not standard, "situation of daily experience" (théâtre, pension, banque, grand magasin, coiffeur, couturière, bureau de poste, automobile, restaurant, téléphone, autobus, etc.). They start, rather abruptly with two tiny tots at the zoo. Then we are in the midst of French food, only to take the autobus in our next. There is no story, no sequence, no continuity of characters. The dialogue itself is not exactly dramatic in its construction. Most of the time it impresses one as a punctuated and interrupted monologue of rather ponderous, matter of fact narrative. However it does serve the purpose of presenting useful and practical expressions.

This reviewer questions the wisdom of combining a review grammar and a conversation book. The discipline and rigidity called for in mastering the former is likely to stifle the spontaneity essential to speech classes. Also to be questioned is the advisability of presenting each dialogue with its complete translation into English, in an opposite column. Had the translations been omitted the French dialogues could have been twice as long. They also could have incorporated the "vocabulaire supplémentaire."

The illustrations were adequate, but often casually done, sketchy but not suggestive. They serve, however, to illustrate the everyday situations of a book employing everyday methods.

HERBERT B. MYRON, JR.

*Boston University*

GORR, ADOLF C., *A Short German Review Grammar*. New York: Appleton-Century-Crofts, 1954, pp. 177. \$2.25.

For a "short" review grammar, Professor Gorr's book is unusually complete. Its presentation is refreshingly concise. Its arrangement of topics is generally clear and its exercises are brief and challenging. A set of oral topics, brought together as an appendix, takes cognizance of the increasing need for oral skill and provides the brighter student with a useful supplementary vocabulary. With its "preterite presents," "accusative absolutes," "prepositive attributives," and "statal passives," however, the grammar may prove to be a bit too difficult for the cursory refresher course, which many instructors consider sufficient preparation for intermediate reading.

RALPH V. BRUNDRETT

*The University of Buffalo*

GOLDONI, CARLO, *I Rusteghi. Italian Translation*. Translated and edited by Joseph Louis Russo. Boston: D. C. Heath and Company, 1955. pp. xxvi+165. \$2.00.

Goldoni's *I Rusteghi*, written in the Venetian dialect and produced in the San Luca Theatre in 1760, is generally considered one of the jewels of comic drama in Italy. Not every reader of Italian has been capable of enjoying it because of the difficult dialect in which Goldoni couched it. Professor Russo has rendered a marked service to students of Italian in General and of Goldoni in particular by translating the play into standard Italian. The translation is very accurately done, having been executed with rare sensitivity and literary skill. It has kept the vividness and pliability of the original in the Venetian dialect, allowing the reader to reach unimpeded the comic qualities that Goldoni discovered in or added to the Venetian life of his day.

From the standpoint of pedagogy, the present edition offers many praiseworthy features. The stress and the open and close vowels are indicated by conventional signs that prove most helpful to the reader. Idiomatic expressions are singled out and stressed in the exercises since the author is convinced that only by constant repetition is it possible to master them. Both oral and written practice is offered in the twenty-one exercises that deal with the basic points of grammar and construction. Several foot-notes make the reading of the text more understandable and enjoyable. Very wisely, some of the notes point out the humor with which the play ripples but which might pass unnoticed by a foreign reader.

Professor Russo has thoughtfully written a long introduction to the *Rusteghi*, discussing the status of drama in Italy before Goldoni courageously attempted to lift popular drama to a high level of dignity and artistic significance. He has also provided the Introduction with a selected bibliography of Goldoni's works and criticism.

We welcome such a presentation of Goldoni's work and his place in the history of drama because we feel that it will lead to the heightening of the level of foreign language instruction in this country. As a rule, ideas and cultural material are banished from our language teaching in its elementary stages, as a result of the wrong conclusion that everyday material is more readily understood by students. In reality, cultural vocabulary, due to the similarity between English cognates and foreign words, is more easily understood than vocabulary dealing with daily existence. The higher we go into the cultural world, the simpler, because it is closer to English, is the vocabulary. For this reason, Professor Russo has done well to include a long introduction to Goldoni's play.

We are not in full agreement, however, about his reducing Goldoni's role as an artist to that of reproducing in his plays the Venice of his time. This approach was characteristic of nineteenth century criticism during the period of Verismo or Naturalism. Goldoni himself in his *Memoirs* restricted his art to that of a faithful photographer, and critics of the stature of De Sanctis and Carducci stressed this quality as the outstanding trait of Goldoni's art. Our contemporary critics, however, notably Attilio Momigliano and Pietro Nardi, have felt in Goldoni's dramatic works a poetic and subjective quality that has enhanced the creative power of his genius. Such a presentation would be more consonant with modern aesthetics and it would serve as well in stimulating the intellectual life of our pupils.

Professor Russo's edition of *I Rusteghi* is a book that should greatly increase the interest in the study of Italian and the use of a cultural approach in imparting its instruction.

DOMENICO VITTORINI

University of Pennsylvania

JONES, MALCOLM BANCROFT, *Spanish Idioms*. D. C. Heath and Company, Boston, 1955, pp. vi+87. \$1.00.

There is much excellent material bound inside the paper covers of this slender book. Intended primarily for students who have done a minimum of one year's work in Spanish, the text could serve as a valuable adjunct to almost any second-year grammar. *Spanish Idioms* might fit in very well also during the early or the middle part of an introductory course in conversation and composition at the second-year level.

Such a work, as the author points out in his Preface, must necessarily be selective, since no attempt to cover the vast field of Spanish idiomatic expressions within the compass of one usable book would be possible. In the selection of idioms to be included, the compiler further states, he has resorted chiefly to Keniston's *Spanish Idiom List* and Becker and Mora's *Spanish Idioms*. No precise statement is made, however, as to the percentage of idioms actually taken from these lists, nor what other sources may have been utilized.

The text is divided into sixteen compact lessons, with a Review Lesson after every fourth lesson. Each regular lesson is divided into four parts: A list of idioms with their English translations; Exercise A (questions in Spanish to be answered orally); Exercise B (sentences in Spanish to be

translated into English); and Exercise C (English sentences for translation to Spanish). The idiom lists are limited to fifteen entries per lesson, and Exercises A, B, and C normally have about fifteen sentences each. Review Lessons have three exercises each: Exercise 1, a list of thirty review idioms to be matched with a scrambled set of English equivalents; Exercise 2, a Spanish passage for translation into English; and Exercise 3, an English passage to be put into Spanish. Neither idioms nor sentences in these reviews are numbered. There is a Verb Appendix giving the forms of the three conjugations for regular verbs, and such radical-changing, orthographic-changing, and irregular verbs as have been included in the text of the lessons. Spanish-English and English-Spanish Vocabularies complete the book. There is neither Table of Contents nor Index.

*Spanish Idioms* could turn out to be "just what the doctor ordered" for filling gaps in many second-year Spanish course schedules.

ROBERT AVRETT

University of Tennessee

GARCIA-PRADA, CARLOS and WILSON, WILLIAM E., Editors, *Cuentos de Alarcón*. Boston: Houghton Mifflin Company, 1955. vi+191 pp. \$1.95.

This text is an adaptation of three stories by Pedro Antonio de Alarcón. *La Suerte de Parrón* is an abridgment of Alarcón's *La Buenaventura* while *Un libro único* is a simplification of *El libro talonario*. *El Sombro de tres picos* has been abridged and simplified without sacrificing the charm of the original. All three stories can thus be read and enjoyed by students at the beginning of the second year of college Spanish if not at the end of the first year. Words not in the Keniston list are, on their first appearance, translated in footnotes. All explanatory notes are located, where they should be, at the bottom of the page, not relegated to the back of the book.

Each story is preceded by "Vocabulary Timesavers" and by a list of idioms. Each chapter is followed by exercises for oral practice in class. Freer, more varied conversation is encouraged in these exercises by many questions based on the student's own experiences.

The editors believe that in simplifying these stories they have made them available to many students who might otherwise never read them. These three stories should indeed arouse interest in Alarcón as well as a desire to know some of his works in the original. The choice of stories in this volume is a wise one. *The Three Cornered Hat* is one of the world's great short stories and the theme of several ballets and operas enjoying international fame, one of those very rare stories in which the humor never goes stale with repetition or age, but remains perennially fresh. The two shorter tales share some of this same humor and have the added virtue of moving at that brisk tempo impatiently demanded by most young readers. The book is neatly illustrated with sketches by the well-known book-illustrator, Fritz Kredel. The volume itself is practically pocket size, flexible, paper-bound, a most practical, attractive and economical text, free of typographical errors.

WILLIAM H. ARCHER

University of the South

KENT, DIAN and ROALFE, MARGARET, *Lecturas y Leyendas*. Boston: Ginn & Company, 1955. viii+287 pp.

Interesting and valuable material on the growth and development of Hispanic America is offered in this attractive text for second and third year students of Spanish. The compilers, both of whom have lived and travelled extensively in Latin America, have drawn on legends and historical material to give students a vivid, well-rounded picture of the lands and of the peoples that share our hemisphere.

The material, arranged in chronological order, gives the student a coherent picture of the evolution of Latin America from preconquest days through the wars of independence. The abundant use of cognates, the repetition of basic vocabulary and the ample footnotes all make for rapid, enjoyable reading. A brief passage in English introduces each selection, for the student who may not be familiar with the topic. Each reading is followed by a list of idioms and by exercises which provide effective oral and written practice in Spanish. There are two vocabularies, Spanish-to-English and English-to-Spanish. Numerous photographs, reproductions of paintings and a reference map all enhance the value and the engaging appearance of this book.

The reading matter is made up of six playlets, nine legends and nine historical readings. Characteristic of the reading selections are the few following titles: "Las antiguas civilizaciones de América," "La Leyenda de la mandioca," "La conquista," "El Puerto del Hambre" (playlet based on an incident during Pizarro's expedition to the land of the Incas), "La América colonial," "El padre de los indios" (Las Casas), "La tierra de la madera roja" (sketch on Brazil and its history), "El milagro de la virgen" (patron saint of Mexico), as well as several selections on the liberators, Bolívar, Sucre, etc.

Altogether a most desirable text. With its relatively easy style, its varied content, *Lecturas y Leyendas* offers sprightly material that should engage the interest and the enthusiasm of the majority of students.

WILLIAM H. ARCHER

*University of the South*

JONES, AUGUSTA, *Household Spanish*. San Diego, Privately printed, 1954, 96 pp. \$1.25.

This little book is a fortunate addition to those "practical" volumes for the teaching of Spanish that are especially useful immediately after the first stages of learning. It assumes some small knowledge of the language or at least that the reader may have access to a more complete treatise on its structure. It is too elementary for those who know the language well. Written in sprightly vein, it cautions the reader into making the effort to memorize its contents, but it warns him more than once that learning a language thoroughly is not easy.

The booklet may have real value for the prospective traveler, as it contains (after a few brief pages on pronunciation) a multitude of common terms or phrases of frequent use: greetings, general household expressions, phrases for time and the weather, and other matters of every-day knowledge. There is also a section on misleading

cognates ("Your English is showing") and a "capsule" of grammar. The book may be bought from the author at 1156 Alexandria Drive, San Diego, California.

GERALD E. WADE

*University of Tennessee*

TURNBULL, ELEANOR L., *Ten Centuries of Spanish Poetry*, The Johns Hopkins Press, Baltimore, 1955. Pp. xv+452. \$5.00.

The present volume, which bears the sub-title *An Anthology in English Verse with Original Texts from the XIIth Century to the Generation of 1898*, should do much to help make Spanish literature better known in English-speaking countries. It is of special interest to this reviewer since he has recently completed an anthology of Spanish literature—including prose and drama as well as poetry—in English translation.

Spanish poetry in translation has fared better than the other genres, for a number of collections have appeared: John Bowring, *Ancient Poetry and Romances of Spain*, London, 1824; John Gibson Lockhart, *Ancient Spanish Ballads*, London, 1840; Henry W. Longfellow, *Poets and Poetry of Europe*, Philadelphia, 1845; Thomas Walsh, *Hispanic Anthology*, New York, 1920; *Translations from Hispanic Poets*, New York, 1938; Eleanor Turnbull, *Contemporary Spanish Poetry*, Baltimore, 1945.

The selections for *Ten Centuries of Spanish Poetry* were made by the late Pedro Salinas, and Miss Turnbull chose adequate translations or made her own. More than one-third of the 163 poems were translated by the editor herself; some of the translations are by such well known authors as Byron, Longfellow, Masefield and Dos Passos, while others are by renowned scholars such as Ticknor, Bell, Peers and Entwistle.

Salinas was also to have written an introduction to each poet, but his untimely death in December, 1951, prevented him from doing this. The introductory remarks have been supplied by taking excerpts from his various writings as well as from notes taken by students at his lecture courses. Some of the introductions were written by Dámaso Alonso. Unfortunately there is no general introduction and a few of the introductory essays, not having the benefit of Salinas' final revision, seem incomplete, especially as regards factual background material necessary for the non-specialist.

The first selections are five short *jarchas* of the recently discovered Mozarabic and Hebrew love poems, some dating to the middle of the 12th century, probably the earliest of European lyric poetry. The other passages in the "Primitive Epoch" come from the *Lay of the Cid*, Gonzalo de Berceo and the Arcipreste de Hita. The translations of the *Libro de buen amor* are mainly from Ida Farnell and Longfellow (including the classic "Praise of Little Women"). It is disappointing that only four lines are taken from Elisha K. Kane's lively translation.

The 15th century is devoted to the *Serranilla de la Finojosa* by Santillana and Manrique's *Coplas* (the complete Longfellow translation), 13 *romances*, and 14 songs of traditional type from the *cancioneros*. The Renaissance period includes good selections from Gil Vicente, Garcilaso, Luis de León, San Juan de la Cruz and Herrera; also the anonymous

sonnet *A Cristo crucificado*, later poems from the *cancioneros*, and the *Epistola moral a Fabio*, here ascribed to Andrés Fernández de Andrade. Since as a general rule only the very greatest of Spanish poets are included in this anthology, we do not find some of the excellent poems of the minor poets of the 15th and 16th centuries. Considerations of space are of course an obstacle, but perhaps a judicious pruning of the 40 *coplas* of Manrique and the lengthy *Egloga primera* of Garcilaso might have permitted inclusion of such short popular pieces as Cetina's *Ojos claros, serenos* (there is a fine translation by N. B. Adams) and Escrivá's *Ven muerte tan escondida* (numerous translations). An excerpt from Mena's *Laberinto* would not be amiss. The choice of ballads is quite good, but I would have included a number of others, especially the delightful *La hija del rey de Francia* (translated by George Borrow).

The "Baroque Period" is represented by adequate selections from Góngora, Lope de Vega, Quevedo and Calderón. Góngora's famous *Andeme yo caliente* (translation by Longfellow), however, is not included. One of the Calderón selections is Sigismundo's monologue at the end of Act II of *La vida es sueño*. The translation given here, by Trench, is in my opinion inferior to D. F. MacCarthy's version. By way of comparison, Trench's final verse reads: "Dreams within dreams, still we dream!" MacCarthy has: "And even dreams themselves are dreams."

Only one poet—Juan Meléndez Valdés—represents Neo-Classicism. Admittedly the 18th century was weaker than other periods, but one might have expected to see one or two of the fables of Iriarte (many translations) and Samaniego (only two poems available in English). The section on the 19th century also seems too short, with selections from only two poets, Espriñeda and Bécquer.

In the final division, Unamuno, Antonio Machado and Juan Ramón Jiménez, representing the Generation of 1898, are given a fuller treatment than most of the earlier poets.

It is inevitable that the best of anthologies cannot fully satisfy all readers. Despite the various points of criticism noted above, Miss Turnbull is to be congratulated on the excellent job she has done both as translator and editor. *Ten Centuries of Spanish Poetry* together with her earlier *Contemporary Spanish Poetry* provide a valuable survey of Spanish verse in English translation.

SEYMOUR RESNICK

Rutgers University

PARKER, CLIFFORD S., *Review and Progress in French*. The Dryden Press, New York, 1953, pp. 286. Price, \$2.90.

The author says in the preface that "all points of grammar are introduced in a sequence determined by their frequency, difficulty, and importance." This should be the ideal of any and all foreign-language texts. The author's opinion on these relative matters seems to be quite worthy.

Most of the 27 lessons begin with a group of "Model Sentences" in French, varying in number from five to twelve and in length from one word to three lines. These are to be pronounced, memorized, and analyzed. There are no long reading passages in French. After these sentences comes a section called "Grammar Analysis" which explains

in some detail, with examples, the points of grammar which have been illustrated in the Model Sentences.

Then follows a section on "Verb Study" which is followed by "Word Study," meaning usually idioms. In verb study in the later lessons irregular verbs are cited by page numbers in the table in the appendix. This makes for compactness and prevents repetition, but it does not make study easier for the students, who often will fail to consult the appendix but will concentrate on what is on the page before them.

Then come "Oral Exercises" sufficient in number and varied enough to make class periods interesting, instructive, informative, and invigorating. Conversational practice is easily gained from them, and proficiency will consequently be attained through their repeated use.

Suggested exercises in the book are sufficiently varied in procedure to keep daily lessons from becoming "humdrum" and a repetition of the "same old thing." However, as the book progresses, the exercises marked "Oral" become more scanty and tend more and more to be English to French. Questions to be answered are progressively relegated to the "Supplementary Exercises."

Then come the "Written Exercises" which are usually English to French. Following these are the "Supplementary Exercises" to be used when further practice is possible or desirable. These exercises are of the same general sort as the exercises in regular lessons. Some are project work, or map work, which give variety and opportunity for extra study to the more ambitious students. Attempts are made at times in the book to include in these exercises some sentences which convey information of a cultural nature. This is done quite naturally and effectively.

In Lesson 1, page 4, no explanation is given of the reason for the "t" being inserted in the third-person singular of the interrogative of -er verbs—only the statement that it is inserted. In other verbs later which require the "t," it is not mentioned. In Lesson 2, as adjectives are studied, this author, like most others, loses a good opportunity to say that limiting adjectives as a class precede the nouns and that descriptives usually follow, except the usual twelve.

In the earlier lesson exercises, stress is on oral conversational practice rather than on composition of English to French. This is a fine idea, but as the book progresses, the exercises become less facile for oral purposes, and English to French exercises become more numerous. This is not said as an adverse criticism, but as the book progresses, the book becomes less and less a conversational text and more and more a means of building up vocabulary, idioms, making word distinctions, and straight composition.

In Lesson 3, page 16, in the section called "Grammar Analysis," it seems pointless to say: "an adjective following a partitive noun has no effect on the use of *de* + the definite article." Particularly does this seem true since the effect of a preceding adjective has not yet been mentioned. This might have been better left unsaid, since it is according to the rule.

Sometimes the author seems to be so anxious to make fine distinctions that he uses too much space for small points of grammar. As an example, in Lesson 6, page 39, he devotes one-third of a page to the treatment of final

*x* on *six* and *dix*. This seems hardly justified. The only irregularity is that the final *x* is pronounced when the words are used alone or final. The other two cases are according to rules of pronunciation. Also it seems to be an omission not to mention that the future endings are actually the present tense of *avoir*.

In Lesson 10, page 68, paragraphs 4, 5, and 6 represent as good a statement as this reviewer has seen of the participle with the preceding adjective. Had this been introduced in Lesson 3, a unit could have been solidified—a practice which the author usually follows.

Lesson 15, pages 108-111, gives a rather full discussion of the reflexive problem, the most complete, concise, and helpful yet seen by this reviewer in a textbook. The section "Verb Study" is often too thorough. *Se souvenir de* is an important idiom, but hardly important enough to make it need 8 examples to explain its use. Some of these examples are repetition of others.

The appendix seems to have the essentials only—giving first the regular verbs, the auxiliaries, compound tenses, orthographic changing verbs, most of which were given individually in regular lessons, then irregular verbs alphabetically arranged without the unnecessary index or con-

fusion which often exists in such cases as to whether a number means page or paragraph. The author gives a rather complete list of irregular verbs, adding to them when they exist, lists of similarly conjugated verbs formed by suffixes. This helps greatly in increasing student vocabulary and in postulating meanings of other similar verbs.

Following these verbs are the longest lists yet seen of verbs requiring *de* plus the infinitive (183), those requiring no preposition (69), and those requiring *a* plus the infinitive (245). A summary of the cardinal numbers is followed by the French-English and the English-French vocabularies, both of which are adequate. Last there is an index of general topics and ideas covered.

This is a rather usable book which makes an excellent beginning with a variety of conversational exercises, but which in later lessons becomes an excellent composition grammar. It is not a book which attempts to explain everything in a minimum of space, but one which chooses essentials and does them thoroughly.

J. ROY PRINCE

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HARVEY S. GERRY, Vice President of the National City Bank of New York, said recently: "I have been in the diplomatic service, Army, and the banking profession for the last thirty years. . . . In general, my American countrymen are at a disadvantage to Europeans because their fluency in languages is inferior. As a result I am afraid that often we do not obtain as full an appreciation and understanding of the European point of view as we should. . . . The responsibility of the United States for world leadership today is such that we really cannot afford to be derelict in regard to learning foreign tongues. I hope that much greater emphasis will henceforth be paid to languages in our schools and that a thorough knowledge of one or more of them will be made an absolute requisite."

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